Provincial examination results

Francophone school districts

Nouveau Brunswick

Department of Education

Francophone Assessment and Evaluation Branch

December 2002

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December 2002

Une version française de ce document est également disponible.

A similar report on Anglophone school districts is also available in English or in French. Un document analogue présentant les résultats des districts scolaires anglophones est disponible, en anglais ou en français.

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Note: For the sake of conciseness, only the masculine gender has been used.

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New Brunswick

Francophone School Districts

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Chapter 1

Provincial evaluation programs at the Primary and High school levels

This report is intended to give school staff, parents, and other taxpayers a general idea of the performance of students in New Brunswick's Francophone school districts on the provincial examinations administered at the high school and primary levels. A similar document is prepared for Anglophone school districts. However, it is important to note that the results of the Francophone and Anglophone sectors cannot be compared because the programs and evaluation tools differ.

The Francophone and Anglophone sectors do not have the same programs or evaluation tools.

Why is there a provincial evaluation program in New Brunswick schools?

For a number of years, New Brunswick, like many other provinces, has been paying closer attention to the education system and its performance. Are schools preparing students to become committed, productive, effective, and responsible citizens? Will they be ready to meet the challenges of the 21st century? These are the questions being asked by parents, the other players involved in education, and New Brunswick taxpayers as a whole.

To address these concerns, a provincial evaluation program has been instituted in order to assess, at the high school level, the extent to which school program objectives are being attained and, at the primary level, the degree to which the basic skills and proficiencies essential for further learning are being mastered.

What were the subjects tested?

In this document, all the results for the high school level come from the January and June 2002 provincial examinations in Français (Grade 12), Anglais (Grade 10), Mathématiques (Grade 11), Géographie (Grade 10), Histoire (Grade 11), Physique (Grade 10), and Chimie (Grade 11). At the primary level, the results are from the assessment of Mathématiques and Français at the start of Grade 4 and Grade 8 in September 2002.

Are there any precautions that should be kept in mind when interpreting the results?

The percentage of students in the regular program must be kept in mind.

In reviewing the results of the provincial examinations at the high school level, it is important to note that the students enrolled in regular-level courses wrote one set of exams, while those enrolled in the modified-level courses wrote another. In schools with a high percentage of students enrolled at the regular level, it is interesting to note that the results are often better than or at least comparable with those of other schools in both the regular- and modified-level exams. Hence, it is very important to take into account the percentage of students enrolled in each level.

In addition, it should be remembered that the results of the provincial examinations and the school are only two of many factors indicating a school's overall situation. Socioeconomic conditions, demographics, and parent participation also influence student performance. This document does not take the latter items into consideration.

Will provincial examination results be published every year?

Yes. The reports will contain information similar to that found in this document, as well as the results of the primary-level evaluation programs by school.

How are the examinations followed up?

For the high school level, a statistical report breaking down the results by skill and content is published. It contains a description of school results and the provincial average for each subject. Every teacher has access to this information.

The school districts, in association with school administrations and teaching staff, are responsible for interpreting the results and developing an improvement plan. At the provincial level, the statistical data are reviewed, and this process serves as input for pedagogical decisions about curriculum.

At the primary level, the students' individual results and copies of the tests are given to each teacher. The parents also receive an individual report showing their child's results. They are invited to discuss these results with the teacher and collaborate closely on corrective measures and learning improvement. Moreover, the Department publishes a report containing

district and provincial statistics. Consultation activities are undertaken to ensure organized follow-up by the teaching staff, school administration, school district and the Department of Education.

Chapter 2

Provincial high school completion examination results

Provincial high school completion examination program

What is the purpose of these examinations?

The provincial high school completion examinations are intended to provide provincial certification of studies for 7 of the 23 compulsory courses in Grades 9, 10, 11 and 12. The provincial examinations are given at the end of the final compulsory course in a specific subject. Students enrolled in regular courses write one set of exams, and those enrolled in modified courses write another.

Who prepares the exams?

The provincial high school completion examinations are developed with the help of teaching staff according to the procedures laid out in the document "Les examens provinciaux de fin d'études secondaires - Fondement et gestion" (October 1990). Supervision is provided by provincial evaluation consultants in association with provincial curriculum officials.

What is the passing grade?

The final passing grade is 55%. Sixty percent (60%) of the final mark is based on the school mark, and 40% on the provincial examination. The results contained in this report indicate the situation for the full 2001-2002 school year by combining the results of both semesters.[1]

[1] Combining the January and June results is based on the premise that the exams given in the two semesters are equivalent. The experts who help develop and correct the provincial examinations ensure that the exams given in the two semesters are as parallel as possible.

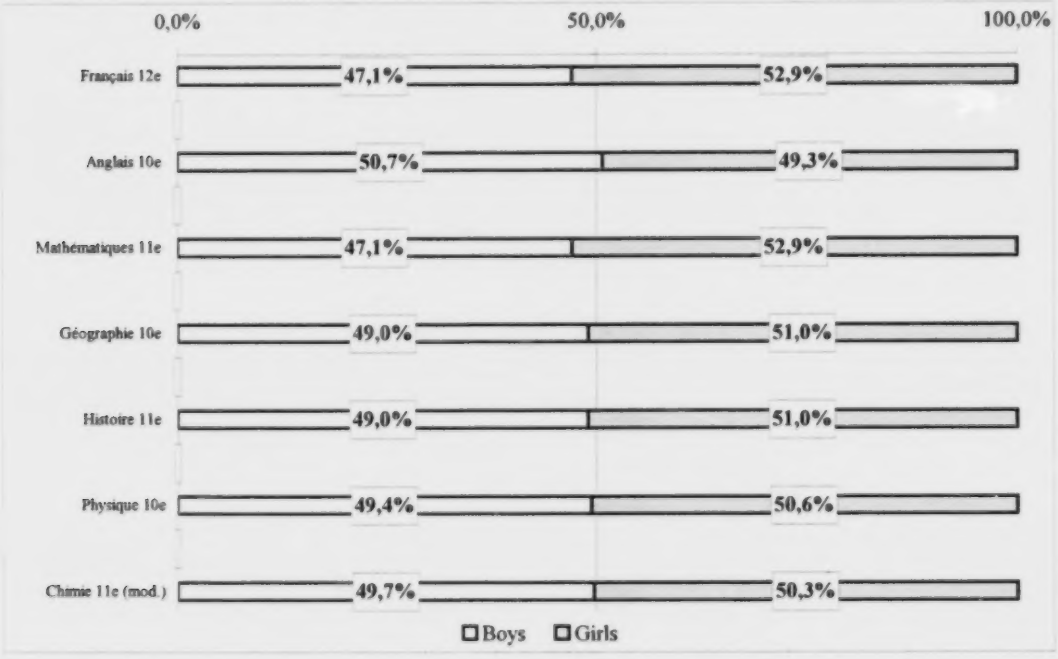
What the graphs reveal

Is there a difference between male and female enrolment rates in regular courses?

A priori, it is important to note that there are noticeably fewer boys than girls enrolled in the Grades 10, 11 and 12 courses in which examinations were administered (9,450 boys and 9,877 girls, or 48.9% boys and 51.1% girls). The slightly higher number of girls should not make any significant difference in enrolment rates in the regular and modified courses, no more than a few percentage points. The following graph shows the breakdown of enrolment rates by subject and sex. It should be noted that each subject includes all students (boys and girls) in the same grade, i.e., Grade 10, 11 or 12.

For example, Graph 1 shows us that the total Grade 12 student population enrolled in the regular and modified Français 12e courses combined consists of 47.1 % boys and 52.9 % girls. For most subjects, female enrolment rates are slightly higher, by up to 5.8 percentage points.

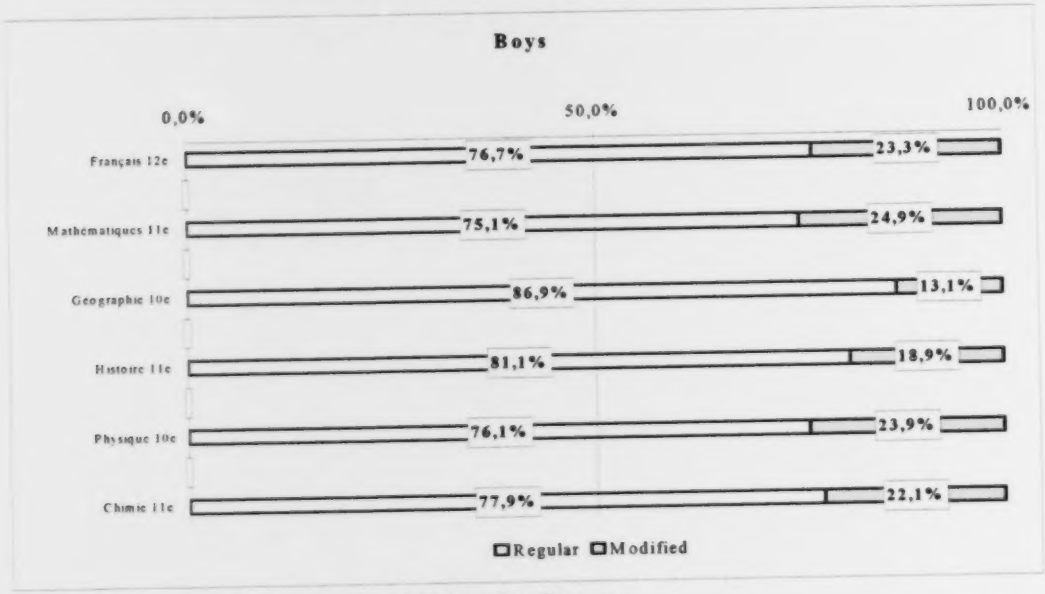
Graph 1 Enrolment Rates by Subject and Sex



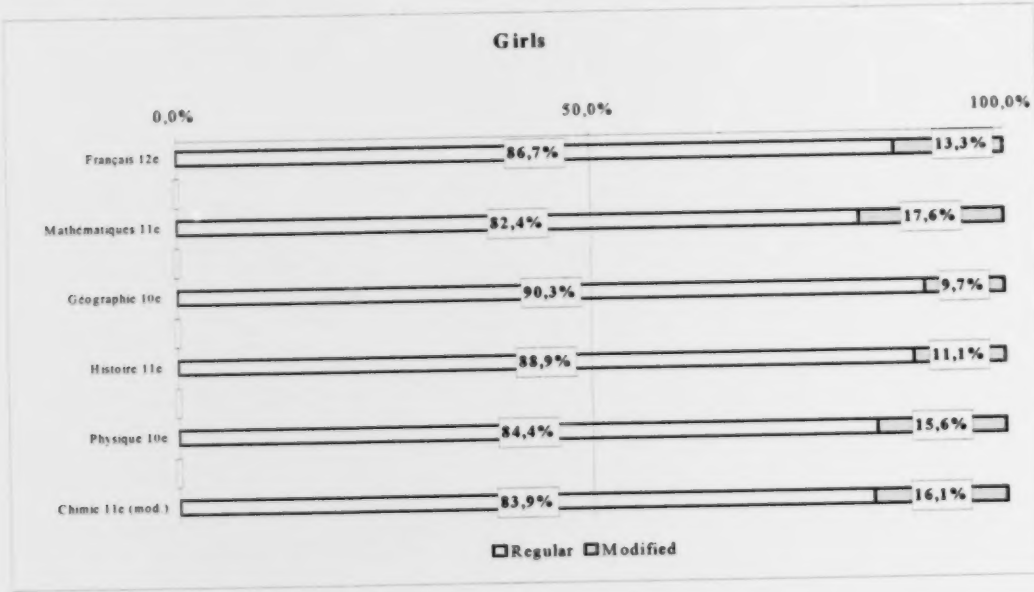
Graphs Showing Enrolment Rates by Sex and Course

To provide an example taken from Graphs 2 and 3, 76.7% of boys are enrolled in regular Français courses and 23.3% in modified courses, whereas 86.7% of girls are enrolled in regular courses and only 13.3% in modified courses.

Graph 2 Male Enrolment Rates by Course



Graph 3 Female Enrolment Rates by Course

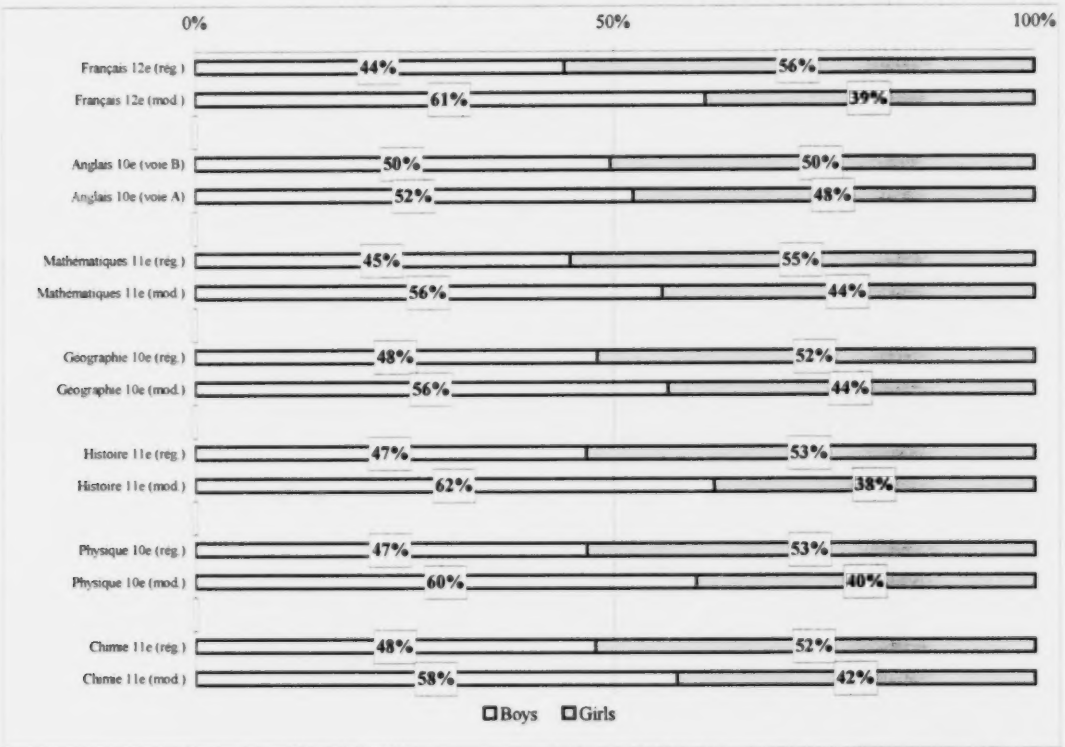


Graph Showing Enrolment Rates by Course and Sex

Graph 4 clearly shows that boys have a stronger tendency to enroll in modified courses. We see that the female enrollment rates are higher in all the regular courses except Anglais voie B. The gap is particularly obvious in the modified History course, where boys account for 62% of enrolments and girls 38%, a difference of 24%. Looking at the regular courses, female enrolment rates are 22 percentage points higher in Français, 20 points higher in Physique, 12 points higher in Géographie, 8 points higher in Mathématiques, 4 points higher in Anglais voie A, and 2 percentage points higher in Chimie. There is no gap between enrolment rates in Anglais voie B.

For example, in the regular Physique 10e course, 47% of the students are boys and 53% are girls, whereas in the modified Physique 10e course, 60% of the students are boys and only 40% are girls.

Graph 4 Provincial Examination Enrolment Rates by Course and Sex



Do the examination results differ according to sex?

In analyzing these statistics, we should keep in mind that the male enrolment rates are lower in the regular courses, which, consequently, should result in better performance.

The provincial results (Graphs 5 and 6) show that **in the regular courses**, girls performed better than boys in Français by six points on the average; in Anglais voie A, by one point; in Anglais voie B, by four points; and in Mathématiques, by two points. In Histoire and Chimie, girls and boys performed equally well. Only in Géographie and Physique did boys perform better than girls, by one point and two points, respectively. **In the modified courses**, girls did better than boys in Français, whereas boys did better in Mathématiques, Géographie, Histoire, Physique and Chimie.

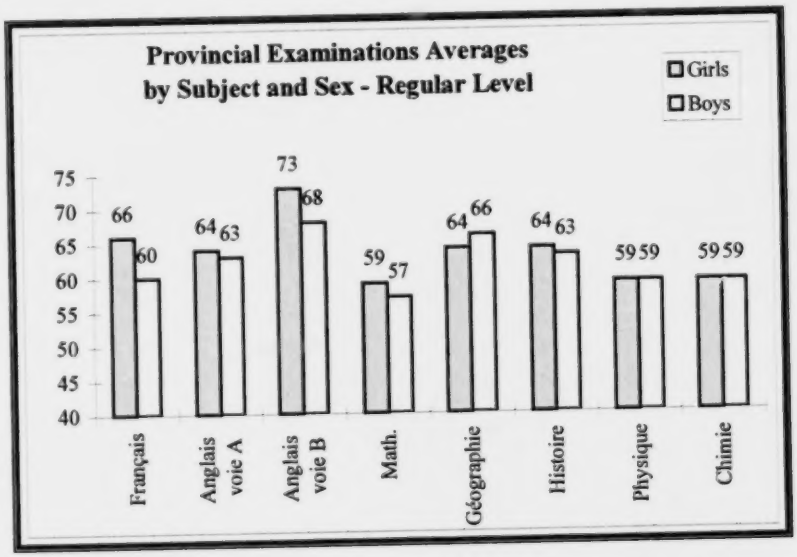
More detailed statistics on the Department examination administered in the regular Français courses were compiled, but do not appear in this report. Those statistics show that girls performed significantly better than boys, with a pass rate of 78.8%, compared with 64.1% for boys. This poor performance by boys is a source of concern because it may have considerable impact on their performance in other subjects.

Graph 5

Regular level

% of provincial students enrolled in the regular level:

Français 82 %
Anglais voie A 40 %
Anglais voie B 60 %
Mathématiques 79 %
Géographie 89 %
Histoire 85 %
Physique 80 %
Chimie 81 %



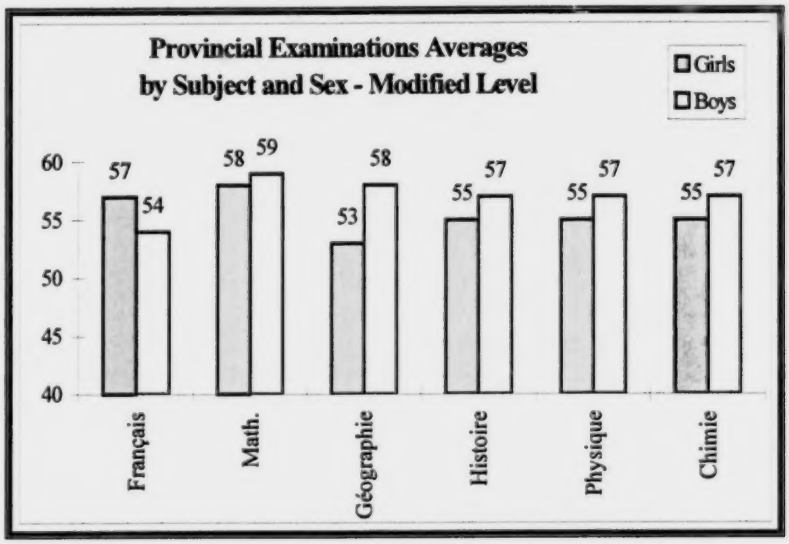
The provincial averages (boys and girls combined) are 63% in Français and in Anglais voie A, 71% in Anglais voie B, 58% in Mathématiques, 65% in Géographie, 64% in Histoire, and 59% in Physique and Chimie.

Graph 6

Modified level

% of provincial students enrolled in the modified level:

Français 18 %
Mathématiques 21 %
Géographie 11 %
Histoire 15 %
Physique 20 %
Chimie 19 %



The provincial averages (boys and girls combined) are 55% for Français, 58% for Mathématiques, and 56% for Géographie, Histoire, Physique and Chimie.

On the whole, do the examination results differ from last year's?

In the regular courses, the examination averages range from 58% to 71%, with a strong concentration around 64%. Overall, the difference in averages between the examinations administered in 2002 and in 2001 varies within a five-point range, as follows: no difference in Français and Chimie, a one-point drop in Physique, a three-point drop in Mathématiques, Anglais voie B and Histoire, and a five-point drop in Anglais voie A and Géographie. **In the modified courses**, the provincial average is basically stable, i.e., between 55% and 58%. The differences in averages between the examinations administered in 2002 and in 2001 is negligible: no change in Français, Mathématiques, Géographie or Chimie, a one-point drop in Histoire, and a one-point increase in Physique.

Is there a big difference between school marks and examination marks?

Graphs 7 to 20 show that there is a considerable difference between the provincial examination marks and the school marks. In the regular courses, the difference is particularly significant, with school marks being as much as 17 percentage points higher for a district as a whole, with a strong concentration around 9 percentage points for all subjects. In the modified courses, there is less difference between school marks and provincial examination marks, with the former being around 6 points higher for all courses, but as much as 18 points higher in individual courses.

Français 12e

The Français curricula are based on a communicative approach and this is why the Français examination is made up of two tests, the reading test and the writing test, each worth 50%. For the writing test, the mark includes a "language" component (70%) and a "discourse and communication" component (30%).

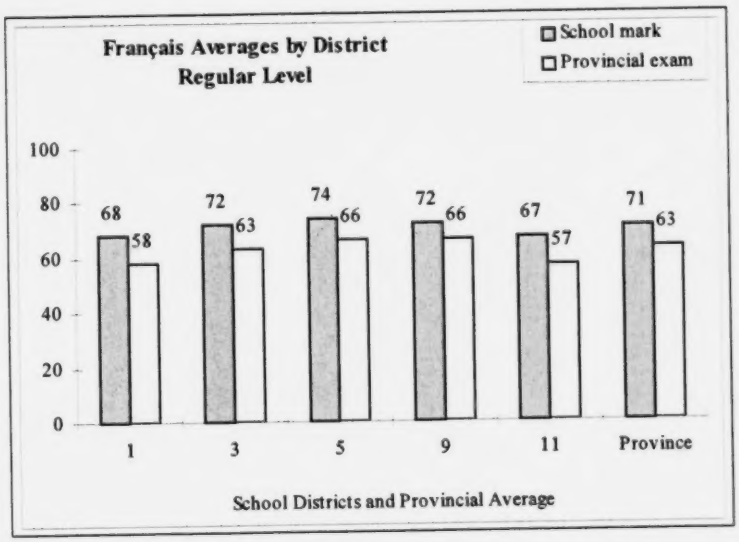
Graph 7

Regular level

Number of students who wrote the exam:

District 01 : N=178
District 03 : N=462
District 05 : N=404
District 09 : N=509
District 11 : N=284

Province : N=1837



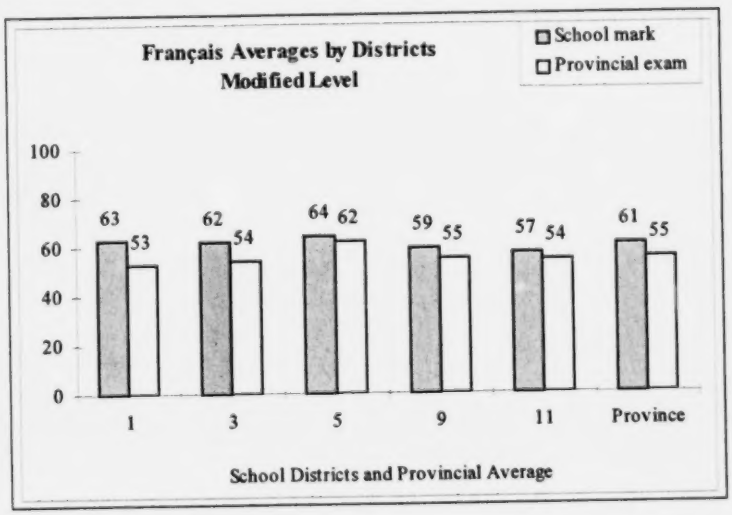
Graph 8

Modified level

Number of students who wrote the exam:

District 01 : N= 49
District 03 : N=137
District 05 : N= 57
District 09 : N= 81
District 11 : N= 80

Province : N=404



Anglais 10e

The English as a Second Language curricula are designed to develop the ability to communicate fluently in English. In Voie A, where students are acquiring language skills, the focus is on oral and written communication skills. For Voie B, where students are developing and refining language skills, the focus is on the use of the language in formal situations, on written English correction and on text analysis and comprehension. This philosophy is reflected in the examinations in that oral and written comprehension tests account for 80% of a Voie A student's provincial exam mark. For Voie B students, tests for written comprehension and composition account for 82% of the student's mark.

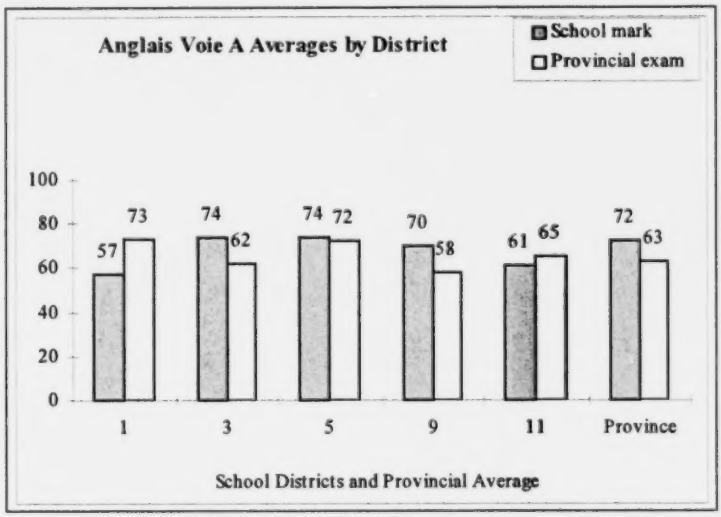
Graph 9

Voie A

Number of students who wrote the exam:

District 01 : N= 32
District 03 : N=339
District 05 : N=258
District 09 : N=444
District 11 : N= 17

Province : N=1090



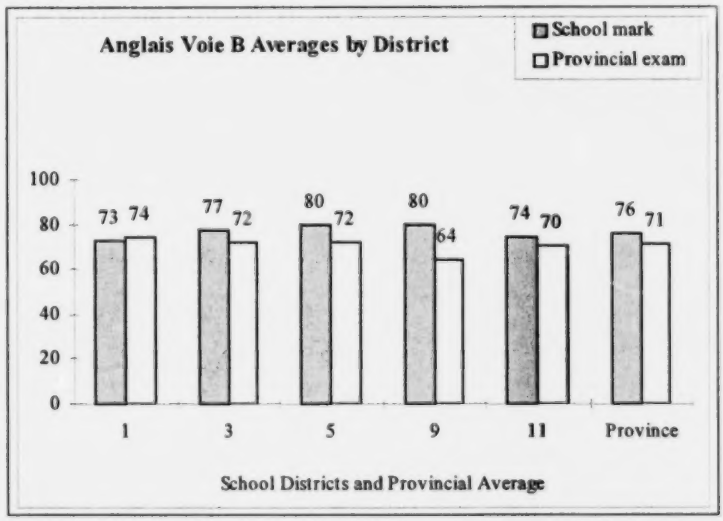
Graph 10

Voie B

Number of students who wrote the exam:

District 01 : N=408
District 03 : N=266
District 05 : N=217
District 09 : N=177
District 11 : N=542

Province : N=1610



Mathématiques 11e

In Mathématiques, more than 80% of students write their high school completion examination in June, at the end of the second semester of Grade 11. In general, the students show sufficient understanding of the concepts and procedures prescribed in the curricula. The main challenges come from the problem-solving component, and, more and more, students are demonstrating effective solving strategies. The Department has begun writing new high school curricula. Learning math will mainly be a conceptually constructive activity for students.

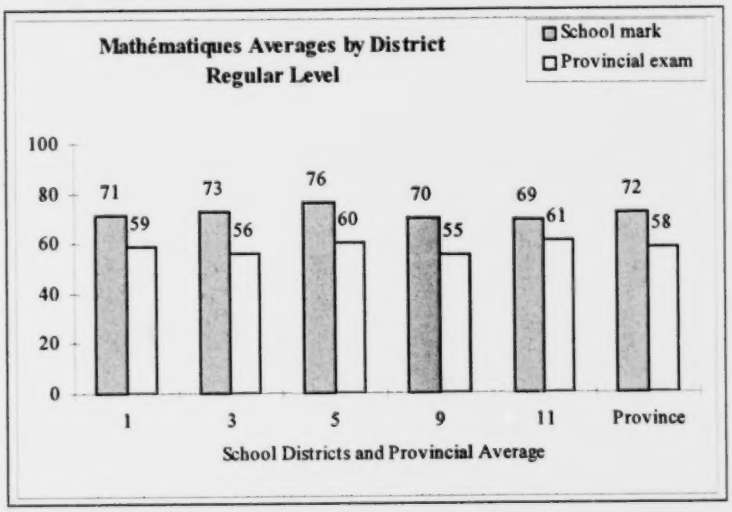
Graph 11

Regular level

Number of students who wrote the exam:

District 01 : N=430
District 03 : N=500
District 05 : N=413
District 09 : N=525
District 11 : N=476

Province : N=2344



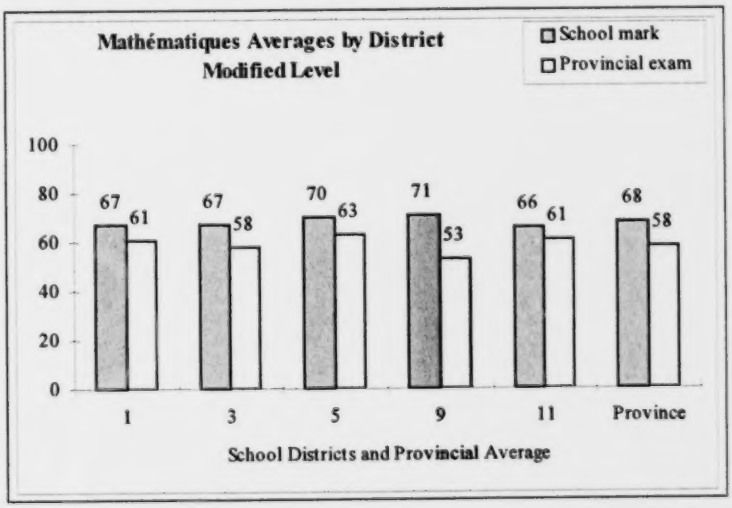
Graph 12

Modified level

Number of students who wrote the exam:

District 01 : N= 87
District 03 : N=183
District 05 : N=104
District 09 : N=171
District 11 : N= 80

Province : N=625



Géographie 10e

The provincial high school completion examinations in geography focus mainly on higher-level skills such as analysis, synthesis, and application of the geographic technique. This means that, for the most part, the student is presented with situations that call more for reasoning than simple recall. A "current events" component dealing with major events on the provincial, national and international scene is included in the Géographie exam. Students generally do well on this component.

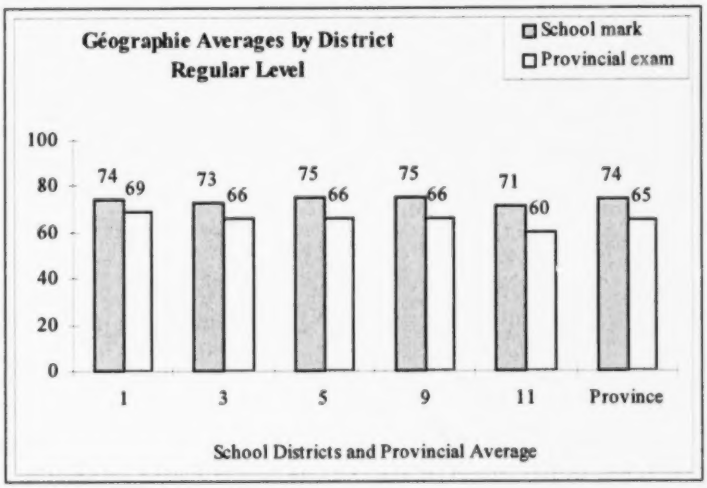
Graph 13

Regular level

Number of students who wrote the exam:

District 01 : N=465
District 03 : N=545
District 05 : N=440
District 09 : N=530
District 11 : N=537

Province : N=2517



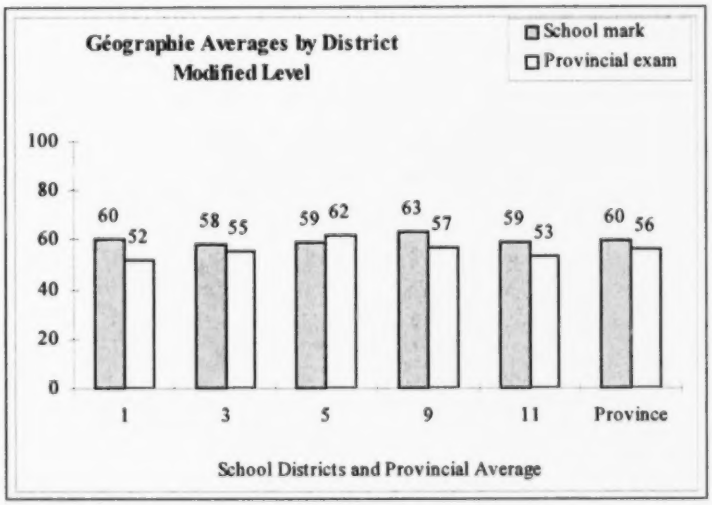
Graph 14

Modified level

Number of students who wrote the exam:

District 01 : N= 53
District 03 : N= 81
District 05 : N= 45
District 09 : N= 82
District 11 : N= 63

Province : N=324



Histoire 11e

The Canadian history examinations focus on higher-order skills such as analysis and synthesis, as well as application of the historical method, which requires students to apply a so-called scientific approach to a problem related to history. Overall, the students displayed a good ability to describe the basic elements in history. The situations calling for synthesis are the most demanding. In these situations, students must draw conclusions, place several events (three or more) in chronological order, or paint the picture of a period using social, economic, political, or territorial aspects. A "current events" component is included in the Histoire exam. Students generally do well on this component.

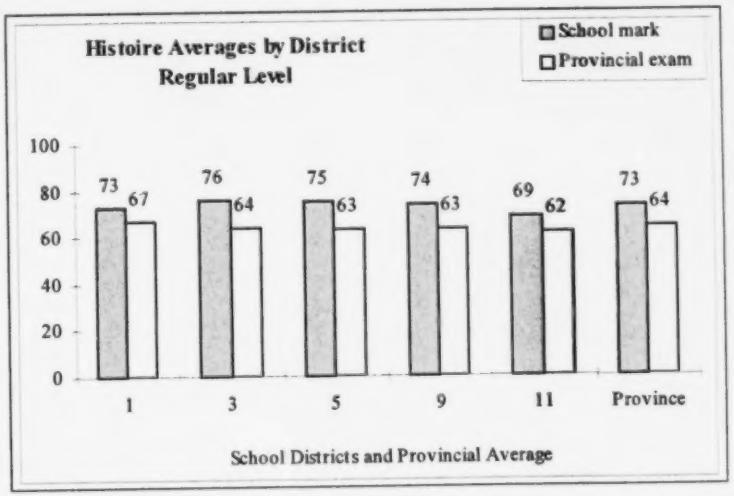
Graph 15

Regular level

Number of students who wrote the exam:

District 01 : N=479
District 03 : N=574
District 05 : N=449
District 09 : N=511
District 11: N=501

Province : N=2514



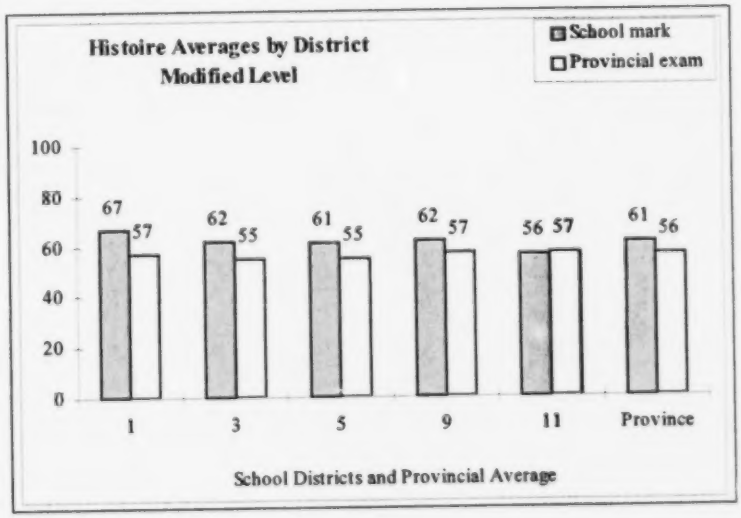
Graph 16

Modified level

Number of students who wrote the exam:

District 01 : N= 50
District 03 : N=119
District 05 : N= 80
District 09 : N=100
District 11 : N= 92

Province : N=441



Physique 10e

The high school completion exams in physics group together elements of the curriculum and the scientific method on the basis of skills in describing, analyzing, and evaluating various problem situations. In all of the exams, these situations make use of a variety of contexts so that the student's skills and thought process can be tested.

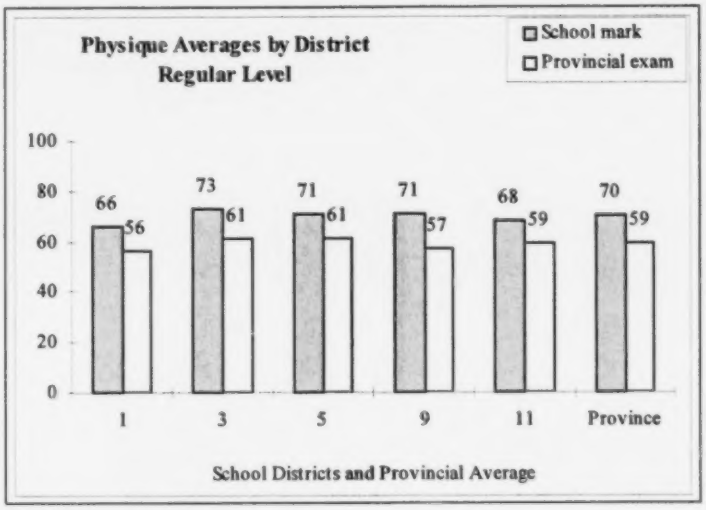
Graph 17

Regular level

Number of students who wrote the exam:

District 01 : N=239
District 03 : N=490
District 05 : N=428
District 09 : N=510
District 11 : N=452

Province : N=2119



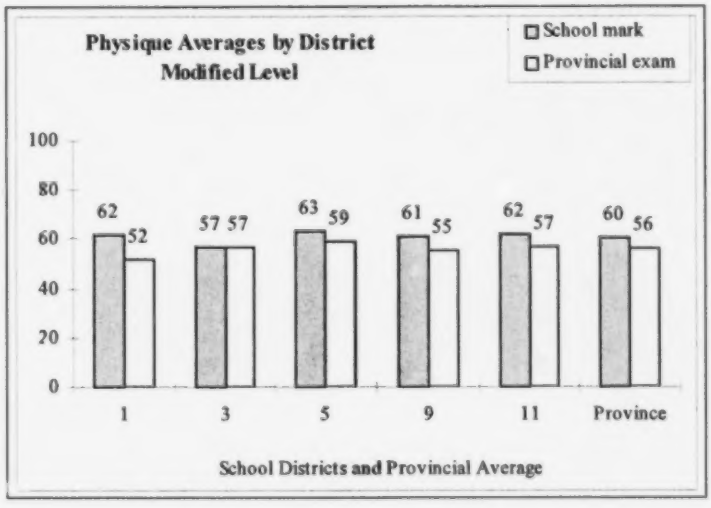
Graph 18

Modified level

Number of students who wrote the exam:

District 01 : N= 46
District 03 : N=153
District 05 : N= 74
District 09 : N=154
District 11 : N= 93

Province : N=520



Chimie 11e

Ever since science exams were first officially administered (January 1991), statistics have shown progress in the results for problems related to the scientific method, which encompasses all the scientific processes used to analyze and solve a problem situation. It does not constitute an element of the content but rather is integrated into the curriculum objectives. Moreover, there has been steady progress in the style of questions asked on the exams; the result is a corresponding improvement in the validity of the evaluation.

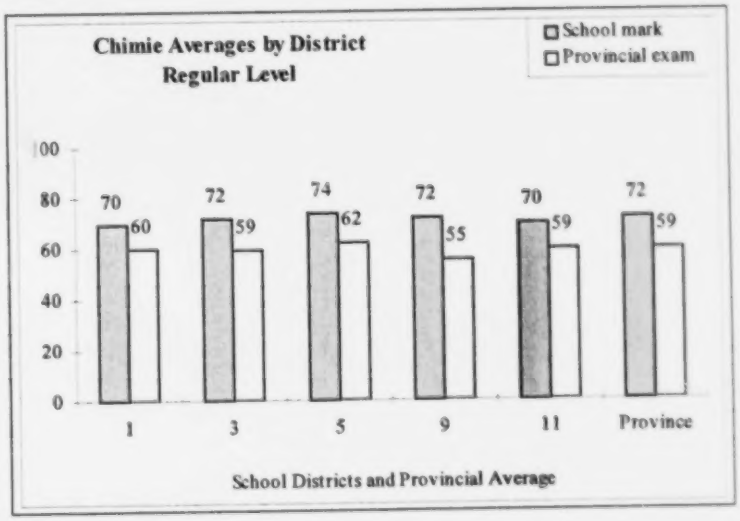
Graph 19

Regular level

Number of students who wrote the exam:

District 01: N=464
District 03 : N=520
District 05 : N=450
District 09 : N=531
District 11 : N=447

Province : N=2412



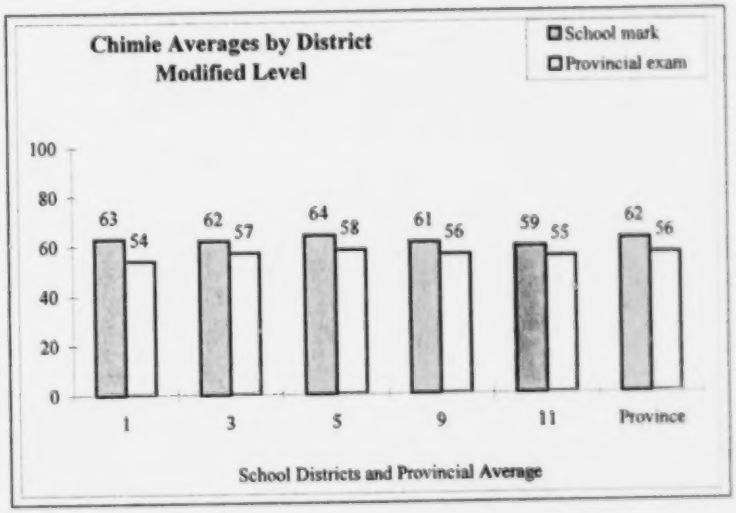
Graph 20

Modified level

Number of students who wrote the exam:

District 01 : N= 70
District 03 : N=172
District 05 : N= 98
District 09 : N=151
District 11 : N= 79

Province : N=570



Tables by subject, level and school at the high school level

School	Français 12e (Regular Level) 2001-2002							Français 12e (Regular Level) 2000-2001						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	118	73	64	55	51	61	81	281	77	68	65	80	67	89
Sainte-Anne	58	91	74	65	85	71	100	51	91	74	68	86	71	96
S.-de-Champlain	2	100	63	49	0	58	100	10	83	67	67	90	67	100
District 01	**178**	**78**	**68**	**58**	**61**	**64**	**87**	**489**	**78**	**69**	**64**	**79**	**67**	**90**
Marie-Gaétane	24	92	70	67	83	68	100	21	78	69	61	86	66	91
A.-J.-Savoie	50	96	74	59	50	67	94	51	91	77	69	92	74	100
Grande-Rivière	23	66	72	64	70	69	100	20	80	71	61	70	67	90
Thomas-Albert	82	63	68	58	60	64	94	99	81	66	57	52	62	79
Cité-des-Jeunes	283	79	73	65	78	70	94	340	84	74	65	80	70	94
District 03	**462**	**77**	**72**	**63**	**72**	**68**	**94**	**459**	**83**	**72**	**63**	**73**	**68**	**91**
Aux-Quatre-Vents	83	83	71	62	72	67	92	105	93	70	63	78	67	91
Roland-Pépin	89	89	77	65	85	72	98	104	88	74	63	71	70	96
Népisiguit	232	89	73	68	83	71	94	280	92	70	66	83	68	93
District 05	**404**	**88**	**74**	**66**	**81**	**71**	**94**	**281**	**89**	**73**	**64**	**79**	**69**	**94**
Louis-Mailloux	141	87	74	64	81	70	98	151	89	76	66	80	72	94
Marie-Esther	152	88	72	68	84	71	98	144	86	69	68	85	69	94
W.-A.-Losier	186	86	71	65	78	69	97	243	89	72	64	75	69	93
La Fontaine	30	75	72	68	87	70	97	48	75	77	67	94	73	100
District 09	**509**	**86**	**72**	**66**	**81**	**70**	**97**	**586**	**87**	**73**	**66**	**80**	**70**	**94**
Clément-Cormier	119	90	66	55	45	62	78	138	95	69	58	58	64	78
L.-J.-Robichaud	42	71	63	48	26	57	71	147	77	67	61	76	65	88
Baie-Ste-Anne	13	65	66	53	39	61	92	12	86	76	58	50	69	92
Assomption	34	64	68	65	74	67	88	29	69	63	58	66	61	79
Mgr-F.-Richard	66	73	71	63	68	68	94	83	81	66	62	74	64	88
C.-Beausoleil	10	100	73	58	60	67	100	7	100	80	58	57	71	100
District 11	**284**	**78**	**67**	**57**	**51**	**63**	**83**	**269**	**86**	**68**	**59**	**63**	**64**	**83**
Province	**1837**	**82**	**71**	**63**	**72**	**68**	**93**	**2364**	**85**	**71**	**64**	**77**	**68**	**91**

* Passing grade: 55 %

School	Français 12e (Regular Level) 2001-2002							Français 12e (Regular Level) 2000-2001						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	118	73	64	55	51	61	81	281	77	68	65	80	67	89
Sainte-Anne	58	91	74	65	85	71	100	51	91	74	68	86	71	96
S.-de-Champlain	2	100	63	49	0	58	100	10	83	67	67	90	67	100
District 01	**178**	**78**	**68**	**58**	**61**	**64**	**87**	**489**	**78**	**69**	**64**	**79**	**67**	**90**
Marie-Gaétane	24	92	70	67	83	68	100	21	78	69	61	86	66	91
A.-J.-Savoie	50	96	74	59	50	67	94	51	91	77	69	92	74	100
Grande-Rivière	23	66	72	64	70	69	100	20	80	71	61	70	67	90
Thomas-Albert	82	63	68	58	60	64	94	99	81	66	57	52	62	79
Cité-des-Jeunes	283	79	73	65	78	70	94	340	84	74	65	80	70	94
District 03	**462**	**77**	**72**	**63**	**72**	**68**	**94**	**459**	**83**	**72**	**63**	**73**	**68**	**91**
Aux-Quatre-Vents	83	83	71	62	72	67	92	105	93	70	63	78	67	91
Roland-Pépin	89	89	77	65	85	72	98	104	88	74	63	71	70	96
Népisiguit	232	89	73	68	83	71	94	280	92	70	66	83	68	93
District 05	**404**	**88**	**74**	**66**	**81**	**71**	**94**	**281**	**89**	**73**	**64**	**79**	**69**	**94**
Louis-Mailloux	141	87	74	64	81	70	98	151	89	76	66	80	72	94
Marie-Esther	152	88	72	68	84	71	98	144	86	69	68	85	69	94
W.-A.-Losier	186	86	71	65	78	69	97	243	89	72	64	75	69	93
La Fontaine	30	75	72	68	87	70	97	48	75	77	67	94	73	100
District 09	**509**	**86**	**72**	**66**	**81**	**70**	**97**	**586**	**87**	**73**	**66**	**80**	**70**	**94**
Clément-Cormier	119	90	66	55	45	62	78	138	95	69	58	58	64	78
L.-J.-Robichaud	42	71	63	48	26	57	71	147	77	67	61	76	65	88
Baie-Ste-Anne	13	65	66	53	39	61	92	12	86	76	58	50	69	92
Assomption	34	64	68	65	74	67	88	29	69	63	58	66	61	79
Mgr-F.-Richard	66	73	71	63	68	68	94	83	81	66	62	74	64	88
C.-Beausoleil	10	100	73	58	60	67	100	7	100	80	58	57	71	100
District 11	**284**	**78**	**67**	**57**	**51**	**63**	**83**	**269**	**86**	**68**	**59**	**63**	**64**	**83**
Province	**1837**	**82**	**71**	**63**	**72**	**68**	**93**	**2364**	**85**	**71**	**64**	**77**	**68**	**91**

* Passing grade: 55 %

School	Français 12e (Modified Level) 2001-2002							Français 12e (Modified Level) 2000-2001						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	43	27	64	54	54	60	86	85	23	62	58	67	60	85
Sainte-Anne	6	9	62	52	33	58	100	5	9	58	52	40	55	80
S.-de-Champlain	0	0	0	0	0	0	0	2	17	53	55	50	55	50
District 01	**49**	**22**	**63**	**53**	**51**	**59**	**88**	**135**	**22**	**59**	**57**	**64**	**58**	**76**
Marie-Gaétane	2	8	67	63	50	65	100	6	22	59	70	100	64	100
A.-J.-Savoie	2	4	65	69	100	67	100	5	9	55	65	100	59	100
Grande-Rivière	12	34	59	50	25	55	58	5	20	64	58	60	61	60
Thomas-Albert	48	37	56	52	38	54	69	23	19	60	55	52	58	74
Cité-des-Jeunes	73	21	66	56	60	62	88	65	16	65	58	71	63	89
District 03	**137**	**23**	**62**	**54**	**50**	**59**	**79**	**93**	**17**	**64**	**57**	**66**	**61**	**84**
Aux-Quatre-Vents	17	17	65	63	82	64	100	8	7	66	64	88	65	100
Roland-Pépin	11	11	64	58	64	62	91	14	12	58	62	79	60	86
Népisiguit	29	11	63	62	79	63	97	24	8	64	61	75	63	92
District 05	**57**	**12**	**64**	**62**	**77**	**63**	**97**	**33**	**11**	**60**	**64**	**88**	**62**	**94**
Louis-Mailloux	21	13	59	55	62	57	81	19	11	64	56	42	61	79
Marie-Esther	20	12	58	55	55	57	90	24	14	58	63	83	60	88
W.-A.-Losier	30	14	61	54	43	58	83	31	11	61	55	55	58	74
La Fontaine	10	25	58	59	80	58	80	16	25	62	65	100	63	94
District 09	**81**	**14**	**59**	**55**	**56**	**58**	**84**	**90**	**13**	**61**	**59**	**68**	**60**	**82**
Clément-Cormier	13	10	59	52	54	57	75	7	5	50	44	29	49	33
L.-J.-Robichaud	17	29	57	50	47	54	71	43	23	54	57	61	55	61
Baie-Ste-Anne	7	35	58	54	71	56	86	2	14	55	47	0	52	0
Assomption	19	36	55	56	68	55	58	13	31	55	62	69	59	75
Mgr-F.-Richard	24	27	58	55	54	57	92	20	19	58	58	70	58	85
C.-Beausoleil	0	0						0	0					
District 11	**80**	**22**	**57**	**54**	**58**	**56**	**76**	**42**	**14**	**56**	**56**	**60**	**57**	**70**
Province	**404**	**18**	**61**	**55**	**56**	**59**	**83**	**417**	**15**	**61**	**58**	**67**	**60**	**81**

* Passing grade: 55 %

School	Anglais 10e voie A 2001-2002							Anglais 10e voie A 2000-2001						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	25	7	57	71	92	62	84	25	6	75	74	92	74	100
Sainte-Anne	7	11	59	79	100	67	100	4	5	70	72	100	71	100
S.-de-Champlain	0	0						0	0					
District 01	**32**	**7**	**57**	**73**	**94**	**63**	**88**	**29**	**4**	**74**	**73**	**93**	**74**	**100**
Marie-Gaétane	38	100	81	63	68	74	92	28	100	69	59	57	65	79
A.-J.-Savoie	52	100	76	64	65	71	90	60	100	76	62	65	70	85
Grande-Rivière	2	6	69	55	50	63	100	7	18	55	56	43	55	43
Thomas-Albert	17	12	56	64	77	59	77	27	18	55	60	74	57	67
Cité-des-Jeunes	230	67	74	61	63	69	89	283	71	75	65	76	71	94
District 03	**339**	**56**	**74**	**62**	**64**	**69**	**89**	**317**	**55**	**73**	**64**	**75**	**69**	**90**
Aux-Quatre-Vents	31	31	68	68	90	68	84	32	30	68	70	81	69	94
Roland-Pépin	46	40	79	61	52	72	94	45	38	71	61	60	67	93
Népisiguit	181	70	74	75	90	74	93	185	62	72	74	90	73	92
District 05	**258**	**54**	**74**	**72**	**83**	**73**	**92**	**165**	**53**	**72**	**63**	**66**	**68**	**88**
Louis-Mailloux	140	77	65	61	60	63	79	136	75	68	61	63	65	77
Marie-Esther	124	77	73	52	40	65	88	124	75	76	53	44	67	87
W.-A.-Losier	140	65	70	55	54	64	88	146	68	74	57	54	67	90
La Fontaine	40	62	76	78	95	77	95	26	52	67	71	89	69	85
District 09	**444**	**71**	**70**	**58**	**56**	**65**	**86**	**432**	**71**	**72**	**58**	**56**	**67**	**85**
Clément-Cormier	5	3	62	57	60	60	100	5	3	64	69	100	66	100
L.-J.-Robichaud	1	0	56	61	100	58	100	0	0					
Baie-Ste-Anne	0	0						0	0					
Assomption	6	18	58	71	100	63	100	6	15	59	73	100	65	100
Mgr-F.-Richard	4	4	65	65	50	65	100	6	5	61	58	50	60	83
C.-Beausoleil	1	8	60	72	100	65	100	2	15	56	68	100	61	100
District 11	**17**	**3**	**61**	**65**	**77**	**63**	**100**	**19**	**5**	**60**	**67**	**84**	**63**	**95**
Province	**1090**	**40**	**72**	**63**	**66**	**68**	**89**	**1147**	**40**	**72**	**64**	**69**	**69**	**89**

* Passing grade: 55 %

School	Français 12e (Modified Level) 2001-2002							Français 12e (Modified Level) 2000-2001						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	43	27	64	54	54	60	86	85	23	62	58	67	60	85
Sainte-Anne	6	9	62	52	33	58	100	5	9	58	52	40	55	80
S.-de-Champlain	0	0	0	0	0	0	0	2	17	53	55	50	55	50
District 01	**49**	**22**	**63**	**53**	**51**	**59**	**88**	**135**	**22**	**59**	**57**	**64**	**58**	**76**
Marie-Gaétane	2	8	67	63	50	65	100	6	22	59	70	100	64	100
A.-J.-Savoie	2	4	65	69	100	67	100	5	9	55	65	100	59	100
Grande-Rivière	12	34	59	50	25	55	58	5	20	64	58	60	61	60
Thomas-Albert	48	37	56	52	38	54	69	23	19	60	55	52	58	74
Cité-des-Jeunes	73	21	66	56	60	62	88	65	16	65	58	71	63	89
District 03	**137**	**23**	**62**	**54**	**50**	**59**	**79**	**93**	**17**	**64**	**57**	**66**	**61**	**84**
Aux-Quatre-Vents	17	17	65	63	82	64	100	8	7	66	64	88	65	100
Roland-Pépin	11	11	64	58	64	62	91	14	12	58	62	79	60	86
Népisiguit	29	11	63	62	79	63	97	24	8	64	61	75	63	92
District 05	**57**	**12**	**64**	**62**	**77**	**63**	**97**	**33**	**11**	**60**	**64**	**88**	**62**	**94**
Louis-Mailloux	21	13	59	55	62	57	81	19	11	64	56	42	61	79
Marie-Esther	20	12	58	55	55	57	90	24	14	58	63	83	60	88
W.-A.-Losier	30	14	61	54	43	58	83	31	11	61	55	55	58	74
La Fontaine	10	25	58	59	80	58	80	16	25	62	65	100	63	94
District 09	**81**	**14**	**59**	**55**	**56**	**58**	**84**	**90**	**13**	**61**	**59**	**68**	**60**	**82**
Clément-Cormier	13	10	59	52	54	57	75	7	5	50	44	29	49	33
L.-J.-Robichaud	17	29	57	50	47	54	71	43	23	54	57	61	55	61
Baie-Ste-Anne	7	35	58	54	71	56	86	2	14	55	47	0	52	0
Assomption	19	36	55	56	68	55	58	13	31	55	62	69	59	75
Mgr-F.-Richard	24	27	58	55	54	57	92	20	19	58	58	70	58	85
C.-Beausoleil	0	0						0	0					
District 11	**80**	**22**	**57**	**54**	**58**	**56**	**76**	**42**	**14**	**56**	**56**	**60**	**57**	**70**
Province	**404**	**18**	**61**	**55**	**56**	**59**	**83**	**417**	**15**	**61**	**58**	**67**	**60**	**81**

* Passing grade: 55 %

School	Anglais 10e voie A 2001-2002							Anglais 10e voie A 2000-2001						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	25	7	57	71	92	62	84	25	6	75	74	92	74	100
Sainte-Anne	7	11	59	79	100	67	100	4	5	70	72	100	71	100
S.-de-Champlain	0	0						0	0					
District 01	**32**	**7**	**57**	**73**	**94**	**63**	**88**	**29**	**4**	**74**	**73**	**93**	**74**	**100**
Marie-Gaétane	38	100	81	63	68	74	92	28	100	69	59	57	65	79
A.-J.-Savoie	52	100	76	64	65	71	90	60	100	76	62	65	70	85
Grande-Rivière	2	6	69	55	50	63	100	7	18	55	56	43	55	43
Thomas-Albert	17	12	56	64	77	59	77	27	18	55	60	74	57	67
Cité-des-Jeunes	230	67	74	61	63	69	89	283	71	75	65	76	71	94
District 03	**339**	**56**	**74**	**62**	**64**	**69**	**89**	**317**	**55**	**73**	**64**	**75**	**69**	**90**
Aux-Quatre-Vents	31	31	68	68	90	68	84	32	30	68	70	81	69	94
Roland-Pépin	46	40	79	61	52	72	94	45	38	71	61	60	67	93
Népisiguit	181	70	74	75	90	74	93	185	62	72	74	90	73	92
District 05	**258**	**54**	**74**	**72**	**83**	**73**	**92**	**165**	**53**	**72**	**63**	**66**	**68**	**88**
Louis-Mailloux	140	77	65	61	60	63	79	136	75	68	61	63	65	77
Marie-Esther	124	77	73	52	40	65	88	124	75	76	53	44	67	87
W.-A.-Losier	140	65	70	55	54	64	88	146	68	74	57	54	67	90
La Fontaine	40	62	76	78	95	77	95	26	52	67	71	89	69	85
District 09	**444**	**71**	**70**	**58**	**56**	**65**	**86**	**432**	**71**	**72**	**58**	**56**	**67**	**85**
Clément-Cormier	5	3	62	57	60	60	100	5	3	64	69	100	66	100
L.-J.-Robichaud	1	0	56	61	100	58	100	0	0					
Baie-Ste-Anne	0	0						0	0					
Assomption	6	18	58	71	100	63	100	6	15	59	73	100	65	100
Mgr-F.-Richard	4	4	65	65	50	65	100	6	5	61	58	50	60	83
C.-Beausoleil	1	8	60	72	100	65	100	2	15	56	68	100	61	100
District 11	**17**	**3**	**61**	**65**	**77**	**63**	**100**	**19**	**5**	**60**	**67**	**84**	**63**	**95**
Province	**1090**	**40**	**72**	**63**	**66**	**68**	**89**	**1147**	**40**	**72**	**64**	**69**	**69**	**89**

* Passing grade: 55 %

School	Anglais 10e voie B 2001-2002 No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	Anglais 10e voie B 2000-2001 No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	327	93	73	73	91	73	96	397	94	74	73	89	74	94
Sainte-Anne	57	89	76	78	97	77	100	75	95	77	76	95	76	100
S.-de-Champlain	24	100	75	83	100	78	100	13	100	85	89	100	87	100
District 01	**408**	**93**	**73**	**74**	**92**	**74**	**96**	**675**	**96**	**74**	**72**	**88**	**73**	**94**
Marie-Gaétane	0	0						0	0					
A.-J.-Savoie	0	0						0	0					
Grande-Rivière	32	94	73	69	75	72	88	31	82	81	61	65	73	90
Thomas-Albert	121	88	74	67	80	71	93	119	82	75	66	79	71	90
Cité-des-Jeunes	113	33	82	77	97	80	100	114	29	81	75	93	79	99
District 03	**266**	**44**	**77**	**72**	**87**	**75**	**95**	**264**	**45**	**78**	**69**	**83**	**75**	**94**
Aux-Quatre-Vents	70	69	81	69	89	76	100	75	70	80	69	87	76	97
Roland-Pépin	70	60	82	69	81	77	97	73	62	80	66	82	75	95
Népisiguit	77	30	79	77	96	78	96	115	38	79	74	96	77	98
District 05	**217**	**46**	**80**	**72**	**89**	**77**	**98**	**148**	**47**	**80**	**68**	**85**	**75**	**96**
Louis-Mailloux	41	23	74	65	81	71	98	45	25	80	72	89	77	98
Marie-Esther	37	23	86	61	60	76	100	42	25	86	62	67	76	98
W.-A.-Losier	74	35	79	62	66	72	100	68	32	80	63	77	73	94
La Fontaine	25	38	83	70	88	78	100	24	48	73	65	75	70	92
District 09	**177**	**29**	**80**	**64**	**71**	**73**	**99**	**179**	**29**	**80**	**65**	**77**	**74**	**96**
Clément-Cormier	172	97	75	68	81	72	91	161	97	77	65	75	73	92
L.-J.-Robichaud	206	100	72	71	86	72	90	190	100	71	68	84	70	91
Baie-Ste-Anne	17	100	75	74	94	75	100	11	100	77	73	91	75	100
Assomption	28	82	76	76	93	76	100	34	85	78	71	82	76	100
Mgr-F.-Richard	107	96	74	67	80	71	96	125	95	75	59	55	69	81
C.-Beausoleil	12	92	82	79	100	81	100	11	85	80	72	82	76	100
District 11	**542**	**97**	**74**	**70**	**84**	**72**	**93**	**342**	**95**	**77**	**64**	**69**	**72**	**89**
Province	**1610**	**60**	**76**	**71**	**86**	**74**	**95**	**1723**	**60**	**77**	**69**	**83**	**74**	**94**

*** Passing grade: 55 %**

School	Mathématiques 11e (Regular Level) 2001-2002							Mathématiques 11e (Regular Level) 2000-2001						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	342	82	69	60	59	65	82	339	83	68	65	74	66	78
Sainte-Anne	74	89	76	57	53	69	84	61	90	75	64	71	70	84
S.-de-Champlain	14	93	85	68	86	78	100	17	81	80	65	71	74	94
District 01	**430**	**83**	**71**	**59**	**59**	**66**	**83**	**585**	**83**	**68**	**64**	**72**	**66**	**79**
Marie-Gaétane	21	100	77	57	57	69	86	28	100	80	57	50	71	96
A.-J.-Savoie	39	74	79	62	67	72	97	35	66	80	63	69	73	100
Grande-Rivière	20	57	80	68	75	75	90	19	59	79	57	58	70	84
Thomas-Albert	120	80	69	52	43	62	77	99	73	68	57	47	64	80
Cité-des-Jeunes	300	71	73	56	46	66	75	294	78	74	64	66	70	84
District 03	**500**	**73**	**73**	**56**	**48**	**66**	**78**	**412**	**76**	**73**	**62**	**61**	**68**	**83**
Aux-Quatre-Vents	98	82	77	54	54	68	81	96	83	73	55	53	66	73
Roland-Pépin	97	84	75	63	68	70	89	87	78	77	65	71	72	90
Népisiguit	218	77	77	61	63	71	92	239	81	76	63	69	71	87
District 05	**413**	**80**	**76**	**60**	**62**	**70**	**88**	**246**	**80**	**76**	**60**	**61**	**70**	**85**
Louis-Mailloux	133	74	70	57	58	65	84	156	79	69	53	42	63	74
Marie-Esther	157	83	72	55	52	65	83	159	74	72	54	49	64	79
W.-A.-Losier	200	72	69	55	54	64	77	185	75	71	62	68	67	81
La Fontaine	35	73	69	52	34	62	77	34	74	70	53	44	63	71
District 09	**525**	**75**	**70**	**55**	**53**	**64**	**81**	**534**	**75**	**71**	**56**	**53**	**65**	**78**
Clément-Cormier	168	96	66	54	46	61	73	142	93	68	51	36	61	63
L.-J.-Robichaud	153	81	67	70	86	68	88	168	82	65	63	67	64	77
Baie-Ste-Anne	15	68	74	55	53	67	87	9	90	70	53	44	63	56
Assomption	37	71	76	56	54	68	94	37	73	72	67	78	70	81
Mgr-F.-Richard	94	85	73	62	65	69	88	73	79	72	61	60	68	77
C.-Beausoleil	9	100	79	62	67	73	78	9	100	69	51	44	62	56
District 11	**476**	**86**	**69**	**61**	**64**	**66**	**83**	**270**	**86**	**70**	**56**	**49**	**64**	**69**
Province	**2344**	**79**	**72**	**58**	**57**	**66**	**82**	**2286**	**80**	**71**	**60**	**61**	**67**	**80**

* Passing grade: 55 %

School	Anglais 10e voie B 2001-2002 No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	Anglais 10e voie B 2000-2001 No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	327	93	73	73	91	73	96	397	94	74	73	89	74	94
Sainte-Anne	57	89	76	78	97	77	100	75	95	77	76	95	76	100
S.-de-Champlain	24	100	75	83	100	78	100	13	100	85	89	100	87	100
District 01	**408**	**93**	**73**	**74**	**92**	**74**	**96**	**675**	**96**	**74**	**72**	**88**	**73**	**94**
Marie-Gaétane	0	0						0	0					
A.-J.-Savoie	0	0						0	0					
Grande-Rivière	32	94	73	69	75	72	88	31	82	81	61	65	73	90
Thomas-Albert	121	88	74	67	80	71	93	119	82	75	66	79	71	90
Cité-des-Jeunes	113	33	82	77	97	80	100	114	29	81	75	93	79	99
District 03	**266**	**44**	**77**	**72**	**87**	**75**	**95**	**264**	**45**	**78**	**69**	**83**	**75**	**94**
Aux-Quatre-Vents	70	69	81	69	89	76	100	75	70	80	69	87	76	97
Roland-Pépin	70	60	82	69	81	77	97	73	62	80	66	82	75	95
Népisiguit	77	30	79	77	96	78	96	115	38	79	74	96	77	98
District 05	**217**	**46**	**80**	**72**	**89**	**77**	**98**	**148**	**47**	**80**	**68**	**85**	**75**	**96**
Louis-Mailloux	41	23	74	65	81	71	98	45	25	80	72	89	77	98
Marie-Esther	37	23	86	61	60	76	100	42	25	86	62	67	76	98
W.-A.-Losier	74	35	79	62	66	72	100	68	32	80	63	77	73	94
La Fontaine	25	38	83	70	88	78	100	24	48	73	65	75	70	92
District 09	**177**	**29**	**80**	**64**	**71**	**73**	**99**	**179**	**29**	**80**	**65**	**77**	**74**	**96**
Clément-Cormier	172	97	73	68	81	72	91	161	97	77	65	75	73	92
L.-J.-Robichaud	206	100	72	71	86	72	90	190	100	71	68	84	70	91
Baie-Ste-Anne	17	100	75	74	94	75	100	11	100	77	73	91	75	100
Assomption	28	82	76	76	93	76	100	34	85	78	71	82	76	100
Mgr-F.-Richard	107	96	74	67	80	71	96	125	95	75	59	55	69	81
C.-Beausoleil	12	92	82	79	100	81	100	11	85	80	72	82	76	100
District 11	**542**	**97**	**74**	**70**	**84**	**72**	**93**	**342**	**95**	**77**	**64**	**69**	**72**	**89**
Province	**1610**	**60**	**76**	**71**	**86**	**74**	**95**	**1723**	**60**	**77**	**69**	**83**	**74**	**94**

* Passing grade: 55 %

School	Mathématiques 11e (Regular Level) 2001-2002							Mathématiques 11e (Regular Level) 2000-2001						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	342	82	69	60	59	65	82	339	83	68	65	74	66	78
Sainte-Anne	74	89	76	57	53	69	84	61	90	75	64	71	70	84
S.-de-Champlain	14	93	85	68	86	78	100	17	81	80	65	71	74	94
District 01	**430**	**83**	**71**	**59**	**59**	**66**	**83**	**585**	**83**	**68**	**64**	**72**	**66**	**79**
Marie-Gaétane	21	100	77	57	57	69	86	28	100	80	57	50	71	96
A.-J.-Savoie	39	74	79	62	67	72	97	35	66	80	63	69	73	100
Grande-Rivière	20	57	80	68	75	75	90	19	59	79	57	58	70	84
Thomas-Albert	120	80	69	52	43	62	77	99	73	68	57	47	64	80
Cité-des-Jeunes	300	71	73	56	46	66	75	294	78	74	64	66	70	84
District 03	**500**	**73**	**73**	**56**	**48**	**66**	**78**	**412**	**76**	**73**	**62**	**61**	**68**	**83**
Aux-Quatre-Vents	98	82	77	54	54	68	81	96	83	73	55	53	66	73
Roland-Pépin	97	84	75	63	68	70	89	87	78	77	65	71	72	90
Népisiguit	218	77	77	61	63	71	92	239	81	76	63	69	71	87
District 05	**413**	**80**	**76**	**60**	**62**	**70**	**88**	**246**	**80**	**76**	**60**	**61**	**70**	**85**
Louis-Mailloux	133	74	70	57	58	65	84	156	79	69	53	42	63	74
Marie-Esther	157	83	72	55	52	65	83	159	74	72	54	49	64	79
W.-A.-Losier	200	72	69	55	54	64	77	185	75	71	62	68	67	81
La Fontaine	35	73	69	52	34	62	77	34	74	70	53	44	63	71
District 09	**525**	**75**	**70**	**55**	**53**	**64**	**81**	**534**	**75**	**71**	**56**	**53**	**65**	**78**
Clément-Cormier	168	96	66	54	46	61	73	142	93	68	51	36	61	63
L.-J.-Robichaud	153	81	67	70	86	68	88	168	82	65	63	67	64	77
Baie-Ste-Anne	15	68	74	55	53	67	87	9	90	70	53	44	63	56
Assomption	37	71	76	56	54	68	94	37	73	72	67	78	70	81
Mgr-F.-Richard	94	85	73	62	65	69	88	73	79	72	61	60	68	77
C.-Beausoleil	9	100	79	62	67	73	78	9	100	69	51	44	62	56
District 11	**476**	**86**	**69**	**61**	**64**	**66**	**83**	**270**	**86**	**70**	**56**	**49**	**64**	**69**
Province	**2344**	**79**	**72**	**58**	**57**	**66**	**82**	**2286**	**80**	**71**	**60**	**61**	**67**	**80**

* Passing grade: 55 %

School	Mathématiques 11e (Modified Level) 2001-2002							Mathématiques 11e (Modified Level) 2000-2001						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	77	18	67	62	70	65	84	70	17	67	58	63	64	80
Sainte-Anne	9	11	75	58	67	68	100	7	10	65	53	43	61	100
S.-de-Champlain	1	7	75	58	100	68	100	4	19	64	62	75	64	100
District 01	**87**	**17**	**67**	**61**	**70**	**65**	**86**	**117**	**17**	**66**	**57**	**57**	**62**	**78**
Marie-Gaétane	0	0						0	0					
A.-J.-Savoie	14	26	69	71	86	69	100	18	34	69	74	100	71	100
Grande-Rivière	15	43	67	64	67	65	73	13	41	73	66	100	70	100
Thomas-Albert	30	20	65	54	43	61	77	36	27	68	54	50	63	86
Cité-des-Jeunes	124	29	67	57	55	63	86	84	22	65	55	54	61	75
District 03	**183**	**27**	**67**	**58**	**56**	**63**	**85**	**133**	**24**	**66**	**56**	**57**	**62**	**81**
Aux-Quatre-Vents	22	18	61	62	73	61	86	20	17	65	58	60	62	85
Roland-Pépin	18	16	77	70	89	74	100	25	22	74	67	76	71	92
Népisiguit	64	23	71	62	72	67	91	55	19	76	60	71	69	95
District 05	**104**	**20**	**70**	**63**	**75**	**67**	**91**	**63**	**20**	**70**	**66**	**78**	**68**	**92**
Louis-Mailloux	47	26	70	52	36	63	89	42	21	73	49	38	63	74
Marie-Esther	33	17	75	54	55	67	97	57	26	71	55	56	64	84
W.-A.-Losier	78	28	70	53	51	63	85	63	25	68	58	62	64	83
La Fontaine	13	27	64	58	62	62	92	12	26	74	62	75	69	100
District 09	**171**	**25**	**71**	**53**	**49**	**64**	**89**	**174**	**25**	**70**	**55**	**55**	**64**	**82**
Clément-Cormier	7	4	67	57	71	63	71	11	7	72	54	46	65	91
L.-J.-Robichaud	35	19	65	67	91	66	94	36	18	63	55	47	60	67
Baie-Ste-Anne	7	32	59	59	71	58	86	1	10	57	31	0	47	0
Assomption	15	29	62	58	60	60	73	14	27	77	59	71	70	93
Mgr-F.-Richard	16	15	74	54	38	66	100	19	21	73	59	63	69	94
C.-Beausoleil	0	0						0	0					
District 11	**80**	**14**	**66**	**61**	**71**	**64**	**89**	**45**	**14**	**74**	**57**	**60**	**68**	**91**
Province	**625**	**21**	**68**	**58**	**61**	**64**	**88**	**587**	**20**	**69**	**58**	**60**	**65**	**84**

* Passing grade: 55 %

School	Géographie 10e (Regular Level) 2001-2002							Géographie 10e (Regular Level) 2000-2001						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	378	89	74	69	83	72	91	402	91	73	68	80	71	85
Sainte-Anne	59	92	74	71	80	73	92	80	100	78	68	85	74	94
S.-de-Champlain	28	97	75	64	75	71	82	15	88	82	71	87	78	93
District 01	**465**	**90**	**74**	**69**	**82**	**72**	**91**	**682**	**91**	**73**	**68**	**81**	**71**	**88**
Marie-Gaétane	38	97	63	69	79	65	82	24	96	67	68	79	67	79
A.-J.-Savoie	47	100	81	72	89	77	96	62	100	81	74	94	78	100
Grande-Rivière	34	92	75	75	91	75	97	36	88	71	63	61	68	83
Thomas-Albert	130	83	71	63	70	68	85	142	82	68	62	70	66	78
Cité-des-Jeunes	296	85	74	64	68	70	86	362	90	78	69	83	74	92
District 03	**545**	**87**	**73**	**66**	**73**	**70**	**87**	**540**	**88**	**75**	**67**	**78**	**72**	**88**
Aux-Quatre-Vents	88	93	78	67	74	73	97	94	84	79	66	78	74	98
Roland-Pépin	107	92	76	64	75	71	88	101	88	78	66	72	73	94
Népisiguit	245	89	74	67	79	71	91	287	87	74	66	75	70	87
District 05	**440**	**91**	**75**	**66**	**77**	**72**	**92**	**281**	**89**	**78**	**68**	**79**	**74**	**95**
Louis-Mailloux	161	89	76	63	67	71	94	176	93	77	65	73	72	89
Marie-Esther	130	83	75	67	83	72	97	133	84	79	66	80	73	96
W.-A.-Losier	186	85	75	70	83	73	95	220	84	74	67	79	71	90
La Fontaine	53	93	75	65	70	71	91	52	91	68	59	58	65	77
District 09	**530**	**87**	**75**	**66**	**77**	**72**	**95**	**581**	**87**	**75**	**65**	**76**	**71**	**90**
Clément-Cormier	178	98	71	57	55	66	86	175	96	71	58	58	66	80
L.-J.-Robichaud	180	88	70	65	76	68	89	185	88	70	68	82	69	91
Baie-Ste-Anne	24	80	65	61	75	64	83	16	89	62	61	63	62	63
Assomption	26	67	74	70	89	72	92	39	83	73	67	80	70	92
Mgr-F.-Richard	117	89	70	53	50	63	82	122	87	65	53	50	60	62
C.-Beausoleil	12	92	74	66	75	70	92	8	80	77	60	63	70	88
District 11	**537**	**90**	**71**	**60**	**64**	**66**	**87**	**360**	**90**	**69**	**57**	**58**	**65**	**75**
Province	**2517**	**89**	**74**	**65**	**74**	**70**	**90**	**2731**	**89**	**74**	**66**	**76**	**71**	**87**

* Passing grade: 55 %

School	Mathématiques 11e (Modified Level) 2001-2002							Mathématiques 11e (Modified Level) 2000-2001						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	77	18	67	62	70	65	84	70	17	67	58	63	64	80
Sainte-Anne	9	11	75	58	67	68	100	7	10	65	53	43	61	100
S.-de-Champlain	1	7	75	58	100	68	100	4	19	64	62	75	64	100
District 01	**87**	**17**	**67**	**61**	**70**	**65**	**86**	**117**	**17**	**66**	**57**	**57**	**62**	**78**
Marie-Gaétane	0	0						0	0					
A.-J.-Savoie	14	26	69	71	86	69	100	18	34	69	74	100	71	100
Grande-Rivière	15	43	67	64	67	65	73	13	41	73	66	100	70	100
Thomas-Albert	30	20	65	54	43	61	77	36	27	68	54	50	63	86
Cité-des-Jeunes	124	29	67	57	55	63	86	84	22	65	55	54	61	75
District 03	**183**	**27**	**67**	**58**	**56**	**63**	**85**	**133**	**24**	**66**	**56**	**57**	**62**	**81**
Aux-Quatre-Vents	22	18	61	62	73	61	86	20	17	65	58	60	62	85
Roland-Pépin	18	16	77	70	89	74	100	25	22	74	67	76	71	92
Népisiguit	64	23	71	62	72	67	91	55	19	76	60	71	69	95
District 05	**104**	**20**	**70**	**63**	**75**	**67**	**91**	**63**	**20**	**70**	**66**	**78**	**68**	**92**
Louis-Mailloux	47	26	70	52	36	63	89	42	21	73	49	38	63	74
Marie-Esther	33	17	75	54	55	67	97	57	26	71	55	56	64	84
W.-A.-Losier	78	28	70	53	51	63	85	63	25	68	58	62	64	83
La Fontaine	13	27	64	58	62	62	92	12	26	74	62	75	69	100
District 09	**171**	**25**	**71**	**53**	**49**	**64**	**89**	**174**	**25**	**70**	**55**	**55**	**64**	**82**
Clément-Cormier	7	4	67	57	71	63	71	11	7	72	54	46	65	91
L.-J.-Robichaud	35	19	65	67	91	66	94	36	18	63	55	47	60	67
Baie-Ste-Anne	7	32	59	59	71	58	86	1	10	57	31	0	47	0
Assomption	15	29	62	58	60	60	73	14	27	77	59	71	70	93
Mgr-F.-Richard	16	15	74	54	38	66	100	19	21	73	59	63	69	94
C.-Beausoleil	0	0						0	0					
District 11	**80**	**14**	**66**	**61**	**71**	**64**	**89**	**45**	**14**	**74**	**57**	**60**	**68**	**91**
Province	**625**	**21**	**68**	**58**	**61**	**64**	**88**	**587**	**20**	**69**	**58**	**60**	**65**	**84**

* Passing grade: 55 %

School	Géographie 10e (Regular Level) 2001-2002							Géographie 10e (Regular Level) 2000-2001						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	378	89	74	69	83	72	91	402	91	73	68	80	71	85
Sainte-Anne	59	92	74	71	80	73	92	80	100	78	68	85	74	94
S.-de-Champlain	28	97	75	64	75	71	82	15	88	82	71	87	78	93
District 01	**465**	**90**	**74**	**69**	**82**	**72**	**91**	**682**	**91**	**73**	**68**	**81**	**71**	**88**
Marie-Gaétane	38	97	63	69	79	65	82	24	96	67	68	79	67	79
A.-J.-Savoie	47	100	81	72	89	77	96	62	100	81	74	94	78	100
Grande-Rivière	34	92	75	75	91	75	97	36	88	71	63	61	68	83
Thomas-Albert	130	83	71	63	70	68	85	142	82	68	62	70	66	78
Cité-des-Jeunes	296	85	74	64	68	70	86	362	90	78	69	83	74	92
District 03	**545**	**87**	**73**	**66**	**73**	**70**	**87**	**540**	**88**	**75**	**67**	**78**	**72**	**88**
Aux-Quatre-Vents	88	93	78	67	74	73	97	94	84	79	66	78	74	98
Roland-Pépin	107	92	76	64	75	71	88	101	88	78	66	72	73	94
Népisiguit	245	89	74	67	79	71	91	287	87	74	66	75	70	87
District 05	**440**	**91**	**75**	**66**	**77**	**72**	**92**	**281**	**89**	**78**	**68**	**79**	**74**	**95**
Louis-Mailloux	161	89	76	63	67	71	94	176	93	77	65	73	72	89
Marie-Esther	130	83	75	67	83	72	97	133	84	79	66	80	73	96
W.-A.-Losier	186	85	75	70	83	73	95	220	84	74	67	79	71	90
La Fontaine	53	93	75	65	70	71	91	52	91	68	59	58	65	77
District 09	**530**	**87**	**75**	**66**	**77**	**72**	**95**	**581**	**87**	**75**	**65**	**76**	**71**	**90**
Clément-Cormier	178	98	71	57	55	66	86	175	96	71	58	58	66	80
L.-J.-Robichaud	180	88	70	65	76	68	89	185	88	70	68	82	69	91
Baie-Ste-Anne	24	80	65	61	75	64	83	16	89	62	61	63	62	63
Assomption	26	67	74	70	89	72	92	39	83	73	67	80	70	92
Mgr-F.-Richard	117	89	70	53	50	63	82	122	87	65	53	50	60	62
C.-Beausoleil	12	92	74	66	75	70	92	8	80	77	60	63	70	88
District 11	**537**	**90**	**71**	**60**	**64**	**66**	**87**	**360**	**90**	**69**	**57**	**58**	**65**	**75**
Province	**2517**	**89**	**74**	**65**	**74**	**70**	**90**	**2731**	**89**	**74**	**66**	**76**	**71**	**87**

* Passing grade: 55 %

School	Géographie 10e (Modified Level) 2001-2002							Géographie 10e (Modified Level) 2000-2001						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	47	11	60	51	43	57	66	41	9	64	54	46	60	68
Sainte-Anne	5	8	54	64	100	58	80	0	0					
S.-de-Champlain	1	3	55	48	0	52	0	2	12	62	54	50	59	100
District 01	**53**	**10**	**60**	**52**	**47**	**57**	**66**	**69**	**9**	**62**	**56**	**55**	**60**	**74**
Marie-Gaétane	1	3	49	84	100	63	100	1	4	32	49	0	39	0
A.-J.-Savoie	0	0						0	0					
Grande-Rivière	3	8	61	59	67	60	100	5	12	57	56	60	57	40
Thomas-Albert	26	17	52	53	46	52	54	31	18	56	55	52	56	61
Cité-des-Jeunes	51	15	61	56	63	59	73	41	10	64	58	56	61	85
District 03	**81**	**13**	**58**	**55**	**58**	**57**	**68**	**77**	**12**	**60**	**56**	**55**	**59**	**73**
Aux-Quatre-Vents	7	7	64	58	71	62	100	18	16	61	56	56	59	83
Roland-Pépin	9	8	53	63	89	57	67	14	12	56	59	64	57	71
Népisiguit	29	11	60	62	72	61	83	43	13	59	60	72	59	77
District 05	**45**	**9**	**59**	**62**	**76**	**60**	**82**	**33**	**11**	**58**	**57**	**58**	**57**	**76**
Louis-Mailloux	19	11	68	49	37	60	74	13	7	66	62	77	65	85
Marie-Esther	26	17	60	56	50	58	76	26	16	60	57	58	59	77
W.-A.-Losier	33	15	61	61	79	61	94	42	16	58	57	60	57	62
La Fontaine	4	7	68	57	25	64	100	5	9	68	60	60	65	100
District 09	**82**	**13**	**63**	**57**	**57**	**60**	**84**	**86**	**13**	**60**	**58**	**62**	**59**	**72**
Clément-Cormier	3	2	57	48	0	54	33	8	4	60	53	38	57	63
L.-J.-Robichaud	25	12	57	54	48	55	72	26	12	59	61	69	60	81
Baie-Ste-Anne	6	20	59	53	67	57	67	2	11	59	62	100	60	100
Assomption	13	33	61	59	62	61	83	8	17	59	58	63	59	50
Mgr-F.-Richard	15	11	60	49	27	55	73	19	13	53	56	68	54	47
C.-Beausoleil	1	8	59	50	0	55	100	2	20	52	52	50	52	50
District 11	**63**	**11**	**59**	**53**	**44**	**56**	**73**	**39**	**10**	**56**	**56**	**62**	**56**	**54**
Province	**324**	**11**	**60**	**56**	**56**	**58**	**75**	**347**	**11**	**60**	**57**	**60**	**59**	**72**

* Passing grade: 55 %

School	Histoire 11e (Regular Level) 2001-2002							Histoire 11e (Regular Level) 2000-2001						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	386	90	73	68	80	71	91	349	88	74	72	88	73	93
Sainte-Anne	77	93	74	60	58	69	86	64	89	75	72	91	74	94
S.-de-Champlain	16	89	79	71	75	76	94	19	95	77	71	84	74	100
District 01	**479**	**91**	**73**	**67**	**76**	**70**	**90**	**601**	**86**	**71**	**71**	**87**	**71**	**91**
Marie-Gaétane	20	95	68	76	95	71	95	33	97	70	73	91	71	97
A.-J.-Savoie	60	100	76	73	92	75	100	50	100	78	70	86	75	94
Grande-Rivière	29	85	72	68	79	71	93	28	85	72	66	79	70	82
Thomas-Albert	115	78	70	64	69	67	84	111	78	70	65	76	68	89
Cité-des-Jeunes	350	81	79	61	61	71	90	328	82	71	64	66	68	83
District 03	**574**	**83**	**76**	**64**	**68**	**71**	**90**	**467**	**82**	**71**	**64**	**69**	**68**	**84**
Aux-Quatre-Vents	89	82	77	54	46	68	89	97	87	72	60	59	67	88
Roland-Pépin	96	87	74	63	66	70	87	92	81	78	65	73	73	91
Népisiguit	264	85	74	67	74	71	92	278	84	75	69	80	73	89
District 05	**449**	**85**	**75**	**63**	**67**	**70**	**90**	**272**	**88**	**75**	**65**	**72**	**71**	**91**
Louis-Mailloux	148	85	76	63	72	71	96	156	90	74	61	65	69	89
Marie-Esther	131	82	72	66	76	70	95	149	81	72	68	73	70	92
W.-A.-Losier	189	86	74	61	60	69	91	212	87	74	63	67	70	90
La Fontaine	43	77	71	61	61	67	84	42	82	73	69	83	72	88
District 09	**511**	**84**	**74**	**63**	**68**	**70**	**93**	**559**	**85**	**74**	**64**	**69**	**70**	**90**
Clément-Cormier	173	95	71	55	48	65	87	151	97	68	54	46	63	69
L.-J.-Robichaud	170	83	66	67	78	67	84	169	81	63	69	83	66	83
Baie-Ste-Anne	12	71	73	65	67	70	92	12	75	74	65	58	71	83
Assomption	39	78	71	73	92	72	95	48	81	71	67	71	70	79
Mgr-F.-Richard	97	76	67	58	55	63	77	87	79	68	58	56	64	78
C.-Beausoleil	10	100	71	66	80	69	80	12	100	67	70	100	68	100
District 11	**501**	**84**	**69**	**62**	**64**	**66**	**84**	**310**	**88**	**69**	**58**	**55**	**65**	**75**
Province	**2514**	**85**	**73**	**64**	**68**	**69**	**90**	**2487**	**85**	**72**	**66**	**73**	**70**	**87**

* Passing grade: 55 %

School	Géographie 10e (Modified Level) 2001-2002							Géographie 10e (Modified Level) 2000-2001						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	47	11	60	51	43	57	66	41	9	64	54	46	60	68
Sainte-Anne	5	8	54	64	100	58	80	0	0					
S.-de-Champlain	1	3	55	48	0	52	0	2	12	62	54	50	59	100
District 01	**53**	**10**	**60**	**52**	**47**	**57**	**66**	**69**	**9**	**62**	**56**	**55**	**60**	**74**
Marie-Gaétane	1	3	49	84	100	63	100	1	4	32	49	0	39	0
A.-J.-Savoie	0	0						0	0					
Grande-Rivière	3	8	61	59	67	60	100	5	12	57	56	60	57	40
Thomas-Albert	26	17	52	53	46	52	54	31	18	56	55	52	56	61
Cité-des-Jeunes	51	15	61	56	63	59	73	41	10	64	58	56	61	85
District 03	**81**	**13**	**58**	**55**	**58**	**57**	**68**	**77**	**12**	**60**	**56**	**55**	**59**	**73**
Aux-Quatre-Vents	7	7	64	58	71	62	100	18	16	61	56	56	59	83
Roland-Pépin	9	8	53	63	89	57	67	14	12	56	59	64	57	71
Népisiguit	29	11	60	62	72	61	83	43	13	59	60	72	59	77
District 05	**45**	**9**	**59**	**62**	**76**	**60**	**82**	**33**	**11**	**58**	**57**	**58**	**57**	**76**
Louis-Mailloux	19	11	68	49	37	60	74	13	7	66	62	77	65	85
Marie-Esther	26	17	60	56	50	58	76	26	16	60	57	58	59	77
W.-A.-Losier	33	15	61	61	79	61	94	42	16	58	57	60	57	62
La Fontaine	4	7	68	57	25	64	100	5	9	68	60	60	65	100
District 09	**82**	**13**	**63**	**57**	**57**	**60**	**84**	**86**	**13**	**60**	**58**	**62**	**59**	**72**
Clément-Cormier	3	2	57	48	0	54	33	8	4	60	53	38	57	63
L.-J.-Robichaud	25	12	57	54	48	55	72	26	12	59	61	69	60	81
Baie-Ste-Anne	6	20	59	53	67	57	67	2	11	59	62	100	60	100
Assomption	13	33	61	59	62	61	83	8	17	59	58	63	59	50
Mgr-F.-Richard	15	11	60	49	27	55	73	19	13	53	56	68	54	47
C.-Beausoleil	1	8	59	50	0	55	100	2	20	52	52	50	52	50
District 11	**63**	**11**	**59**	**53**	**44**	**56**	**73**	**39**	**10**	**56**	**56**	**62**	**56**	**54**
Province	**324**	**11**	**60**	**56**	**56**	**58**	**75**	**347**	**11**	**60**	**57**	**60**	**59**	**72**

* Passing grade: 55 %

School	Histoire 11e (Regular Level) 2001-2002							Histoire 11e (Regular Level) 2000-2001						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	386	90	73	68	80	71	91	349	88	74	72	88	73	93
Sainte-Anne	77	93	74	60	58	69	86	64	89	75	72	91	74	94
S.-de-Champlain	16	89	79	71	75	76	94	19	95	77	71	84	74	100
District 01	**479**	**91**	**73**	**67**	**76**	**70**	**90**	**601**	**86**	**71**	**71**	**87**	**71**	**91**
Marie-Gaétane	20	95	68	76	95	71	95	33	97	70	73	91	71	97
A.-J.-Savoie	60	100	76	73	92	75	100	50	100	78	70	86	75	94
Grande-Rivière	29	85	72	68	79	71	93	28	85	72	66	79	70	82
Thomas-Albert	115	78	70	64	69	67	84	111	78	70	65	76	68	89
Cité-des-Jeunes	350	81	79	61	61	71	90	328	82	71	64	66	68	83
District 03	**574**	**83**	**76**	**64**	**68**	**71**	**90**	**467**	**82**	**71**	**64**	**69**	**68**	**84**
Aux-Quatre-Vents	89	82	77	54	46	68	89	97	87	72	60	59	67	88
Roland-Pépin	96	87	74	63	66	70	87	92	81	78	65	73	73	91
Népisiguit	264	85	74	67	74	71	92	278	84	75	69	80	73	89
District 05	**449**	**85**	**75**	**63**	**67**	**70**	**90**	**272**	**88**	**75**	**65**	**72**	**71**	**91**
Louis-Mailloux	148	85	76	63	72	71	96	156	90	74	61	65	69	89
Marie-Esther	131	82	72	66	76	70	95	149	81	72	68	73	70	92
W.-A.-Losier	189	86	74	61	60	69	91	212	87	74	63	67	70	90
La Fontaine	43	77	71	61	61	67	84	42	82	73	69	83	72	88
District 09	**511**	**84**	**74**	**63**	**68**	**70**	**93**	**559**	**85**	**74**	**64**	**69**	**70**	**90**
Clément-Cormier	173	95	71	55	48	65	87	151	97	68	54	46	63	69
L.-J.-Robichaud	170	83	66	67	78	67	84	169	81	63	69	83	66	83
Baie-Ste-Anne	12	71	73	65	67	70	92	12	75	74	65	58	71	83
Assomption	39	78	71	73	92	72	95	48	81	71	67	71	70	79
Mgr-F.-Richard	97	76	67	58	55	63	77	87	79	68	58	56	64	78
C.-Beausoleil	10	100	71	66	80	69	80	12	100	67	70	100	68	100
District 11	**501**	**84**	**69**	**62**	**64**	**66**	**84**	**310**	**88**	**69**	**58**	**55**	**65**	**75**
Province	**2514**	**85**	**73**	**64**	**68**	**69**	**90**	**2487**	**85**	**72**	**66**	**73**	**70**	**87**

* Passing grade: 55 %

School	Histoire 11e (Modified Level) 2001-2002							Histoire 11e (Modified Level) 2000-2001						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	42	10	68	56	55	63	85	48	12	66	59	71	63	88
Sainte-Anne	6	7	59	60	83	59	100	8	11	58	59	63	58	63
S.-de-Champlain	2	11	63	62	50	63	100	1	5	61	52	0	58	100
District 01	**50**	**9**	**67**	**57**	**58**	**63**	**88**	**96**	**14**	**59**	**59**	**71**	**59**	**73**
Marie-Gaétane	1	5	49	64	100	55	100	1	3	68	63	100	66	100
A.-J.-Savoie	0	0						0	0					
Grande-Rivière	5	15	58	62	100	60	100	5	15	58	54	40	57	40
Thomas-Albert	33	22	59	56	58	58	82	31	22	58	58	58	58	81
Cité-des-Jeunes	80	19	63	54	49	59	84	70	18	58	56	56	58	69
District 03	**119**	**17**	**62**	**55**	**54**	**59**	**84**	**106**	**18**	**58**	**57**	**56**	**58**	**71**
Aux-Quatre-Vents	19	18	68	53	53	62	90	15	13	64	56	53	61	93
Roland-Pépin	14	13	60	56	50	59	57	22	19	59	54	36	57	73
Népisiguit	47	15	58	56	57	57	68	54	16	60	62	76	61	82
District 05	**80**	**15**	**61**	**55**	**55**	**59**	**71**	**38**	**12**	**61**	**55**	**45**	**59**	**82**
Louis-Mailloux	27	15	65	59	63	63	93	18	10	61	52	39	57	61
Marie-Esther	28	18	56	57	57	57	79	36	19	57	58	47	57	75
W.-A.-Losier	32	14	63	56	63	61	90	33	13	63	55	49	60	82
La Fontaine	13	23	63	57	54	60	77	9	18	67	67	78	67	78
District 09	**100**	**16**	**62**	**57**	**60**	**60**	**86**	**96**	**15**	**61**	**57**	**49**	**59**	**75**
Clément-Cormier	10	5	64	50	10	58	80	5	3	65	46	0	58	100
L.-J.-Robichaud	36	17	56	59	69	57	75	39	19	51	60	74	54	56
Baie-Ste-Anne	5	29	52	57	80	54	60	4	25	54	56	75	55	50
Assomption	11	22	56	58	64	57	64	11	19	56	59	64	57	64
Mgr-F.-Richard	30	24	55	57	57	56	63	23	21	53	50	22	53	26
C.-Beausoleil	0	0						0	0					
District 11	**92**	**16**	**56**	**57**	**59**	**57**	**70**	**43**	**12**	**55**	**52**	**35**	**55**	**47**
Province	**441**	**15**	**61**	**56**	**57**	**59**	**80**	**433**	**15**	**59**	**57**	**57**	**59**	**72**

* Passing grade: 55 %

School	Physique 10e (Regular Level) 2001-2002							Physique 10e (Regular Level) 2000-2001						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	151	82	63	55	50	60	64	387	90	69	57	57	65	80
Sainte-Anne	68	89	69	56	60	64	78	66	81	73	66	88	70	91
S.-de-Champlain	20	80	77	64	60	72	90	13	87	82	77	85	80	92
District 01	**239**	**84**	**66**	**56**	**54**	**62**	**70**	**646**	**89**	**70**	**60**	**64**	**66**	**83**
Marie-Gaétane	33	100	71	58	52	66	82	22	79	74	58	55	67	91
A.-J.-Savoie	45	88	77	64	78	72	91	52	87	80	56	50	70	89
Grande-Rivière	30	71	80	57	63	71	90	30	91	74	55	47	66	77
Thomas-Albert	107	84	71	63	64	67	84	133	76	69	60	66	65	83
Cité-des-Jeunes	275	71	72	60	62	67	80	325	76	72	60	60	67	84
District 03	**490**	**76**	**73**	**61**	**63**	**68**	**83**	**488**	**77**	**72**	**60**	**61**	**67**	**83**
Aux-Quatre-Vents	82	86	71	54	49	64	81	76	72	78	64	78	73	97
Roland-Pépin	108	84	72	64	72	69	87	107	79	71	63	76	68	86
Népisiguit	238	86	70	62	66	67	83	283	84	70	62	69	67	81
District 05	**428**	**85**	**71**	**61**	**65**	**67**	**83**	**257**	**78**	**75**	**62**	**69**	**70**	**90**
Louis-Mailloux	165	78	70	53	48	63	80	151	76	70	56	54	64	72
Marie-Esther	135	88	72	55	48	65	83	141	79	73	57	61	67	83
W.-A.-Losier	153	67	73	60	60	68	88	190	72	72	56	52	66	86
La Fontaine	57	80	73	62	58	68	84	46	84	69	54	41	63	72
District 09	**510**	**77**	**71**	**57**	**53**	**66**	**84**	**528**	**76**	**71**	**56**	**54**	**65**	**80**
Clément-Cormier	167	99	70	53	47	63	77	158	96	70	54	42	64	77
L.-J.-Robichaud	105	71	68	67	79	68	87	180	38	69	61	71	66	83
Baie-Ste-Anne	24	75	67	48	29	59	67	16	94	55	51	31	54	31
Assomption	26	58	79	65	65	74	92	37	66	75	58	60	68	89
Mgr-F.-Richard	119	86	62	59	62	61	73	102	84	64	60	65	62	70
C.-Beausoleil	11	85	75	70	82	73	91	8	80	77	70	75	75	100
District 11	**452**	**83**	**68**	**59**	**60**	**64**	**79**	**321**	**87**	**68**	**57**	**51**	**63**	**74**
Province	**2119**	**80**	**70**	**59**	**59**	**66**	**81**	**2523**	**81**	**71**	**59**	**61**	**66**	**82**

* Passing grade: 55 %

School	Histoire 11e (Modified Level) 2001-2002							Histoire 11e (Modified Level) 2000-2001						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	42	10	68	56	55	63	85	48	12	66	59	71	63	88
Sainte-Anne	6	7	59	60	83	59	100	8	11	58	59	63	58	63
S.-de-Champlain	2	11	63	62	50	63	100	1	5	61	52	0	58	100
District 01	**50**	**9**	**67**	**57**	**58**	**63**	**88**	**96**	**14**	**59**	**59**	**71**	**59**	**73**
Marie-Gaétane	1	5	49	64	100	55	100	1	3	68	63	100	66	100
A.-J.-Savoie	0	0						0	0					
Grande-Rivière	5	15	58	62	100	60	100	5	15	58	54	40	57	40
Thomas-Albert	33	22	59	56	58	58	82	31	22	58	58	58	58	81
Cité-des-Jeunes	80	19	63	54	49	59	84	70	18	58	56	56	58	69
District 03	**119**	**17**	**62**	**55**	**54**	**59**	**84**	**106**	**18**	**58**	**57**	**56**	**58**	**71**
Aux-Quatre-Vents	19	18	68	53	53	62	90	15	13	64	56	53	61	93
Roland-Pépin	14	13	60	56	50	59	57	22	19	59	54	36	57	73
Népisiguit	47	15	58	56	57	57	68	54	16	60	62	76	61	82
District 05	**80**	**15**	**61**	**55**	**55**	**59**	**71**	**38**	**12**	**61**	**55**	**45**	**59**	**82**
Louis-Mailloux	27	15	65	59	63	63	93	18	10	61	52	39	57	61
Marie-Esther	28	18	56	57	57	57	79	36	19	57	58	47	57	75
W.-A.-Losier	32	14	63	56	63	61	90	33	13	63	55	49	60	82
La Fontaine	13	23	63	57	54	60	77	9	18	67	67	78	67	78
District 09	**100**	**16**	**62**	**57**	**60**	**60**	**86**	**96**	**15**	**61**	**57**	**49**	**59**	**75**
Clément-Cormier	10	5	64	50	10	58	80	5	3	65	46	0	58	100
L.-J.-Robichaud	36	17	56	59	69	57	75	39	19	51	60	74	54	56
Baie-Ste-Anne	5	29	52	57	80	54	60	4	25	54	56	75	55	50
Assomption	11	22	56	58	64	57	64	11	19	56	59	64	57	64
Mgr-F.-Richard	30	24	55	57	57	56	63	23	21	53	50	22	53	26
C.-Beausoleil	0	0						0	0					
District 11	**92**	**16**	**56**	**57**	**59**	**57**	**70**	**43**	**12**	**55**	**52**	**35**	**55**	**47**
Province	**441**	**15**	**61**	**56**	**57**	**59**	**80**	**433**	**15**	**59**	**57**	**57**	**59**	**72**

* Passing grade: 55 %

School	Physique 10e (Regular Level) 2001-2002							Physique 10e (Regular Level) 2000-2001						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	151	82	63	55	50	60	64	387	90	69	57	57	65	80
Sainte-Anne	68	89	69	56	60	64	78	66	81	73	66	88	70	91
S.-de-Champlain	20	80	77	64	60	72	90	13	87	82	77	85	80	92
District 01	**239**	**84**	**66**	**56**	**54**	**62**	**70**	**646**	**89**	**70**	**60**	**64**	**66**	**83**
Marie-Gaétane	33	100	71	58	52	66	82	22	79	74	58	55	67	91
A.-J.-Savoie	45	88	77	64	78	72	91	52	87	80	56	50	70	89
Grande-Rivière	30	71	80	57	63	71	90	30	91	74	55	47	66	77
Thomas-Albert	107	84	71	63	64	67	84	133	76	69	60	66	65	83
Cité-des-Jeunes	275	71	72	60	62	67	80	325	76	72	60	60	67	84
District 03	**490**	**76**	**73**	**61**	**63**	**68**	**83**	**488**	**77**	**72**	**60**	**61**	**67**	**83**
Aux-Quatre-Vents	82	86	71	54	49	64	81	76	72	78	64	78	73	97
Roland-Pépin	108	84	72	64	72	69	87	107	79	71	63	76	68	86
Népisiguit	238	86	70	62	66	67	83	283	84	70	62	69	67	81
District 05	**428**	**85**	**71**	**61**	**65**	**67**	**83**	**257**	**78**	**75**	**62**	**69**	**70**	**90**
Louis-Mailloux	165	78	70	53	48	63	80	151	76	70	56	54	64	72
Marie-Esther	135	88	72	55	48	65	83	141	79	73	57	61	67	83
W.-A.-Losier	153	67	73	60	60	68	88	190	72	72	56	52	66	86
La Fontaine	57	80	73	62	58	68	84	46	84	69	54	41	63	72
District 09	**510**	**77**	**71**	**57**	**53**	**66**	**84**	**528**	**76**	**71**	**56**	**54**	**65**	**80**
Clément-Cormier	167	99	70	53	47	63	77	158	96	70	54	42	64	77
L.-J.-Robichaud	105	71	68	67	79	68	87	180	88	69	61	71	66	83
Baie-Ste-Anne	24	75	67	48	29	59	67	16	94	55	51	31	54	31
Assomption	26	58	79	65	65	74	92	37	66	75	58	60	68	89
Mgr-F.-Richard	119	86	62	59	62	61	73	102	84	64	60	65	62	70
C.-Beausoleil	11	85	75	70	82	73	91	8	80	77	70	75	75	100
District 11	**452**	**83**	**68**	**59**	**60**	**64**	**79**	**321**	**87**	**68**	**57**	**51**	**63**	**74**
Province	**2119**	**80**	**70**	**59**	**59**	**66**	**81**	**2523**	**81**	**71**	**59**	**61**	**66**	**82**

* Passing grade: 55 %

School	Physique 10e (Modified Level) 2001-2002							Physique 10e (Modified Level) 2000-2001						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	33	18	64	49	24	58	73	42	10	65	55	52	61	76
Sainte-Anne	8	11	59	61	88	60	88	15	19	56	63	93	59	60
S.-de-Champlain	5	20	59	56	60	58	80	2	13	60	67	100	63	100
District 01	**46**	**16**	**62**	**52**	**39**	**58**	**76**	**83**	**11**	**62**	**58**	**65**	**60**	**70**
Marie-Gaétane	0	0						6	21	49	62	83	54	33
A.-J.-Savoie	6	12	49	60	67	53	67	8	13	51	61	75	55	38
Grande-Rivière	12	29	56	46	25	53	58	3	9	43	35	0	39	0
Thomas-Albert	20	16	59	59	75	59	75	42	24	57	61	74	59	74
Cité-des-Jeunes	115	29	57	57	59	57	68	104	24	62	54	42	58	65
District 03	**153**	**24**	**57**	**57**	**59**	**57**	**68**	**149**	**23**	**60**	**56**	**50**	**58**	**66**
Aux-Quatre-Vents	13	14	65	62	77	64	100	29	28	68	67	90	68	93
Roland-Pépin	21	16	58	59	67	58	76	29	21	53	57	66	55	62
Népisiguit	40	14	66	59	68	63	80	55	16	64	60	75	62	80
District 05	**74**	**15**	**63**	**59**	**69**	**62**	**82**	**72**	**22**	**59**	**62**	**78**	**60**	**69**
Louis-Mailloux	47	22	59	46	17	54	51	48	24	62	54	44	59	67
Marie-Esther	18	12	56	51	50	54	67	37	21	63	61	78	62	87
W.-A.-Losier	75	33	63	60	72	62	89	74	28	58	56	50	57	57
La Fontaine	14	20	63	56	43	60	86	9	16	56	58	56	57	56
District 09	**154**	**23**	**61**	**55**	**50**	**58**	**75**	**168**	**24**	**60**	**57**	**55**	**59**	**66**
Clément-Cormier	2	1	69	48	0	61	100	7	4	59	55	57	57	71
L.-J.-Robichaud	43	29	64	57	56	61	79	24	12	59	60	67	59	63
Baie-Ste-Anne	8	25	51	51	25	51	63	1	6	49	68	100	57	100
Assomption	19	42	67	58	63	64	90	19	34	61	59	58	60	74
Mgr-F.-Richard	19	14	58	58	63	58	74	20	16	59	60	70	60	70
C.-Beausoleil	2	15	53	50	50	52	50	2	20	54	56	50	55	50
District 11	**93**	**17**	**62**	**57**	**55**	**60**	**79**	**49**	**13**	**59**	**59**	**63**	**59**	**71**
Province	**520**	**20**	**60**	**56**	**55**	**59**	**75**	**576**	**19**	**60**	**58**	**61**	**59**	**69**

* Passing grade: 55 %

School	Chimie 11e (Regular Level) 2001-2002 No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	Chimie 11e (Regular Level) 2000-2001 No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	369	85	69	60	62	65	83	350	86	71	60	65	66	82
Sainte-Anne	79	93	73	59	62	67	87	71	96	72	61	65	67	80
S.-de-Champlain	16	94	84	70	88	79	94	20	91	79	67	75	74	90
District 01	**464**	**87**	**70**	**60**	**63**	**66**	**84**	**602**	**86**	**69**	**62**	**71**	**66**	**83**
Marie-Gaétane	17	81	76	53	53	67	82	29	94	74	60	66	69	97
A.-J.-Savoie	50	86	77	66	84	73	98	40	78	76	67	88	72	98
Grande-Rivière	26	60	70	57	54	64	69	25	86	65	52	32	60	68
Thomas-Albert	126	78	70	62	66	67	88	110	79	68	60	61	65	75
Cité-des-Jeunes	301	74	72	57	50	66	87	281	72	73	59	59	67	82
District 03	**520**	**75**	**72**	**59**	**57**	**67**	**87**	**416**	**74**	**71**	**59**	**58**	**66**	**79**
Aux-Quatre-Vents	82	71	72	63	73	68	90	73	73	70	60	56	66	78
Roland-Pépin	99	80	73	65	70	70	90	105	94	71	63	71	68	85
Népisiguit	269	87	75	61	65	70	91	258	84	77	61	61	71	85
District 05	**450**	**82**	**74**	**62**	**68**	**69**	**91**	**247**	**84**	**72**	**63**	**69**	**68**	**86**
Louis-Mailloux	149	73	70	57	54	65	85	151	79	64	57	54	61	66
Marie-Esther	143	84	73	50	34	64	87	154	80	72	55	48	65	80
W.-A.-Losier	199	77	75	58	54	68	93	209	83	71	60	63	67	83
La Fontaine	40	80	68	50	35	61	65	43	96	71	52	44	63	74
District 09	**531**	**78**	**72**	**55**	**48**	**66**	**87**	**557**	**82**	**69**	**57**	**55**	**65**	**77**
Clément-Cormier	165	98	72	51	36	64	85	128	96	71	52	41	63	81
L.-J.-Robichaud	156	86	66	70	85	68	89	161	79	63	67	86	65	86
Baie-Ste-Anne	10	67	77	74	90	76	100	16	84	68	56	44	63	69
Assomption	22	56	76	59	55	69	96	46	73	76	64	63	72	98
Mgr-F.-Richard	86	77	71	51	36	63	78	83	77	67	63	69	66	82
C.-Beausoleil	8	73	74	68	75	72	100	10	100	71	56	40	65	90
District 11	**447**	**85**	**70**	**59**	**56**	**66**	**86**	**283**	**85**	**71**	**58**	**53**	**65**	**83**
Province	**2412**	**81**	**72**	**59**	**58**	**67**	**87**	**2363**	**82**	**71**	**60**	**61**	**66**	**81**

* Passing grade: 55 %

School	Physique 10e (Modified Level) 2001-2002							Physique 10e (Modified Level) 2000-2001						
	No of students	% of students in this level	School mark	Prov exam	% pass	Final mark*	% pass	No of students	% of students in this level	School mark	Prov exam	% pass	Final mark*	% pass
Mathieu-Martin	33	18	64	49	24	58	73	42	10	65	55	52	61	76
Sainte-Anne	8	11	59	61	88	60	88	15	19	56	63	93	59	60
S.-de-Champlain	5	20	59	56	60	58	80	2	13	60	67	100	63	100
District 01	**46**	**16**	**62**	**52**	**39**	**58**	**76**	**83**	**11**	**62**	**58**	**65**	**60**	**70**
Marie-Gaétane	0	0						6	21	49	62	83	54	33
A.-J.-Savoie	6	12	49	60	67	53	67	8	13	51	61	75	55	38
Grande-Rivière	12	29	56	46	25	53	58	3	9	43	35	0	39	0
Thomas-Albert	20	16	59	59	75	59	75	42	24	57	61	74	59	74
Cité-des-Jeunes	115	29	57	57	59	57	68	104	24	62	54	42	58	65
District 03	**153**	**24**	**57**	**57**	**59**	**57**	**68**	**149**	**23**	**60**	**56**	**50**	**58**	**66**
Aux-Quatre-Vent	13	14	65	62	77	64	100	29	28	68	67	90	68	93
Roland-Pépin	21	16	58	59	67	58	76	29	21	53	57	66	55	62
Népisiguit	40	14	66	59	68	63	80	55	16	64	60	75	62	80
District 05	**74**	**15**	**63**	**59**	**69**	**62**	**82**	**72**	**22**	**59**	**62**	**78**	**60**	**69**
Louis-Mailloux	47	22	59	46	17	54	51	48	24	62	54	44	59	67
Marie-Esther	18	12	56	51	50	54	67	37	21	63	61	78	62	87
W.-A.-Losier	75	33	63	60	72	62	89	74	28	58	56	50	57	57
La Fontaine	14	20	63	56	43	60	86	9	16	56	58	56	57	56
District 09	**154**	**23**	**61**	**55**	**50**	**58**	**75**	**168**	**24**	**60**	**57**	**55**	**59**	**66**
Clément-Cormier	2	1	69	48	0	61	100	7	4	59	55	57	57	71
L.-J.-Robichaud	43	29	64	57	56	61	79	24	12	59	60	67	59	63
Baie-Ste-Anne	8	25	51	51	25	51	63	1	6	49	68	100	57	100
Assomption	19	42	67	58	63	64	90	19	34	61	59	58	60	74
Mgr-F.-Richard	19	14	58	58	63	58	74	20	16	59	60	70	60	70
C.-Beausoleil	2	15	53	50	50	52	50	2	20	54	56	50	55	50
District 11	**93**	**17**	**62**	**57**	**55**	**60**	**79**	**49**	**13**	**59**	**59**	**63**	**59**	**71**
Province	**520**	**20**	**60**	**56**	**55**	**59**	**75**	**576**	**19**	**60**	**58**	**61**	**59**	**69**

* Passing grade: 55 %

School	Chimie 11e (Regular Level) 2001-2002							Chimie 11e (Regular Level) 2000-2001						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	369	85	69	60	62	65	83	350	86	71	60	65	66	82
Sainte-Anne	79	93	73	59	62	67	87	71	96	72	61	65	67	80
S.-de-Champlain	16	94	84	70	88	79	94	20	91	79	67	75	74	90
District 01	**464**	**87**	**70**	**60**	**63**	**66**	**84**	**602**	**86**	**69**	**62**	**71**	**66**	**83**
Marie-Gaétane	17	81	76	53	53	67	82	29	94	74	60	66	69	97
A.-J.-Savoie	50	86	77	66	84	73	98	40	78	76	67	88	72	98
Grande-Rivière	26	60	70	57	54	64	69	25	86	65	52	32	60	68
Thomas-Albert	126	78	70	62	66	67	88	110	79	68	60	61	65	75
Cité-des-Jeunes	301	74	72	57	50	66	87	281	72	73	59	59	67	82
District 03	**520**	**75**	**72**	**59**	**57**	**67**	**87**	**416**	**74**	**71**	**59**	**58**	**66**	**79**
Aux-Quatre-Vents	82	71	72	63	73	68	90	73	73	70	60	56	66	78
Roland-Pépin	99	80	73	65	70	70	90	105	94	71	63	71	68	85
Népisiguit	269	87	75	61	65	70	91	258	84	77	61	61	71	85
District 05	**450**	**82**	**74**	**62**	**68**	**69**	**91**	**247**	**84**	**72**	**63**	**69**	**68**	**86**
Louis-Mailloux	149	73	70	57	54	65	85	151	79	64	57	54	61	66
Marie-Esther	143	84	73	50	34	64	87	154	80	72	55	48	65	80
W.-A.-Losier	199	77	75	58	54	68	93	209	83	71	60	63	67	83
La Fontaine	40	80	68	50	35	61	65	43	96	71	52	44	63	74
District 09	**531**	**78**	**72**	**55**	**48**	**66**	**87**	**557**	**82**	**69**	**57**	**55**	**65**	**77**
Clément-Cormier	165	98	72	51	36	64	85	128	96	71	52	41	63	81
L.-J.-Robichaud	156	86	66	70	85	68	89	161	79	63	67	86	65	86
Baie-Ste-Anne	10	67	77	74	90	76	100	16	84	68	56	44	63	69
Assomption	22	56	76	59	55	69	96	46	73	76	64	63	72	98
Mgr-F.-Richard	86	77	71	51	36	63	78	83	77	67	63	69	66	82
C.-Beausoleil	8	73	74	68	75	72	100	10	100	71	56	40	65	90
District 11	**447**	**85**	**70**	**59**	**56**	**66**	**86**	**283**	**85**	**71**	**58**	**53**	**65**	**83**
Province	**2412**	**81**	**72**	**59**	**58**	**67**	**87**	**2363**	**82**	**71**	**60**	**61**	**66**	**81**

* Passing grade: 55 %

School	Chimie 11e (Modified Level) 2001-2002							Chimie 11e (Modified Level) 2000-2001						
	No of students	% of students in this level	School mark	Prov exam	% pass	Final mark*	% pass	No of students	% of students in this level	School mark	Prov exam	% pass	Final mark*	% pass
Mathieu-Martin	63	15	64	54	57	60	74	55	14	62	55	55	59	69
Sainte-Anne	6	7	55	51	33	54	67	3	4	72	67	100	70	100
S.-de-Champlain	1	6	71	54	0	64	100	2	9	55	74	100	63	100
District 01	**70**	**13**	**63**	**54**	**54**	**59**	**74**	**102**	**14**	**62**	**59**	**70**	**61**	**77**
Marie-Gaétane	4	19	51	46	0	50	25	2	6	49	65	100	56	50
A.-J.-Savoie	8	14	52	61	75	56	75	11	22	54	61	82	57	73
Grande-Rivière	17	40	56	53	41	55	65	4	14	58	53	50	56	50
Thomas-Albert	35	22	61	64	74	62	83	29	21	58	60	72	59	72
Cité-des-Jeunes	108	26	64	56	59	61	88	110	28	65	59	66	63	88
District 03	**172**	**25**	**62**	**57**	**60**	**60**	**83**	**143**	**26**	**64**	**59**	**66**	**62**	**84**
Aux-Quatre-Vents	34	29	61	58	59	60	82	27	27	59	56	48	58	78
Roland-Pépin	24	20	57	60	79	58	71	7	6	45	49	29	47	29
Népisiguit	40	13	69	56	50	64	88	49	16	72	57	65	66	90
District 05	**98**	**18**	**64**	**58**	**60**	**61**	**82**	**47**	**16**	**55**	**56**	**55**	**56**	**68**
Louis-Mailloux	54	27	63	56	52	60	78	41	21	58	54	51	57	59
Marie-Esther	27	16	62	55	67	59	89	39	20	56	52	41	54	49
W.-A.-Losier	60	23	60	56	58	59	78	43	17	54	58	56	56	51
La Fontaine	10	20	56	50	20	54	40	2	4	68	57	50	63	100
District 09	**151**	**22**	**61**	**56**	**55**	**59**	**77**	**125**	**18**	**56**	**55**	**50**	**56**	**54**
Clément-Cormier	3	2	60	43	0	53	67	5	4	67	48	0	60	100
L.-J.-Robichaud	26	14	60	58	69	59	73	42	21	60	64	86	62	83
Baie-Ste-Anne	5	33	60	53	40	57	80	3	16	54	48	0	52	33
Assomption	17	44	63	56	53	60	94	17	27	54	53	41	54	47
Mgr-F.-Richard	25	23	57	54	52	56	60	25	23	60	58	64	59	64
C.-Beausoleil	3	27	47	47	0	47	0	0	0	0	0	0	0	0
District 11	**79**	**15**	**59**	**55**	**53**	**58**	**71**	**50**	**15**	**58**	**55**	**46**	**57**	**60**
Province	**570**	**19**	**62**	**56**	**57**	**60**	**78**	**516**	**18**	**61**	**57**	**60**	**59**	**72**

* Passing grade: 55 %

School	Chimie 11e (Modified Level) 2001-2002							Chimie 11e (Modified Level) 2000-2001						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	63	15	64	54	57	60	74	55	14	62	55	55	59	69
Sainte-Anne	6	7	55	51	33	54	67	3	4	72	67	100	70	100
S.-de-Champlain	1	6	71	54	0	64	100	2	9	55	74	100	63	100
District 01	**70**	**13**	**63**	**54**	**54**	**59**	**74**	**102**	**14**	**62**	**59**	**70**	**61**	**77**
Marie-Gaétane	4	19	51	46	0	50	25	2	6	49	65	100	56	50
A.-J.-Savoie	8	14	52	61	75	56	75	11	22	54	61	82	57	73
Grande-Rivière	17	40	56	53	41	55	65	4	14	58	53	50	56	50
Thomas-Albert	35	22	61	64	74	62	83	29	21	58	60	72	59	72
Cité-des-Jeunes	108	26	64	56	59	61	88	110	28	65	59	66	63	88
District 03	**172**	**25**	**62**	**57**	**60**	**60**	**83**	**143**	**26**	**64**	**59**	**66**	**62**	**84**
Aux-Quatre-Vents	34	29	61	58	59	60	82	27	27	59	56	48	58	78
Roland-Pépin	24	20	57	60	79	58	71	7	6	45	49	29	47	29
Népisiguit	40	13	69	56	50	64	88	49	16	72	57	65	66	90
District 05	**98**	**18**	**64**	**58**	**60**	**61**	**82**	**47**	**16**	**55**	**56**	**55**	**56**	**68**
Louis-Mailloux	54	27	63	56	52	60	78	41	21	58	54	51	57	59
Marie-Esther	27	16	62	55	67	59	89	39	20	56	52	41	54	49
W.-A.-Losier	60	23	60	56	58	59	78	43	17	54	58	56	56	51
La Fontaine	10	20	56	50	20	54	40	2	4	68	57	50	63	100
District 09	**151**	**22**	**61**	**56**	**55**	**59**	**77**	**125**	**18**	**56**	**55**	**50**	**56**	**54**
Clément-Cormier	3	2	60	43	0	53	67	5	4	67	48	0	60	100
L.-J.-Robichaud	26	14	60	58	69	59	73	42	21	60	64	86	62	83
Baie-Ste-Anne	5	33	60	53	40	57	80	3	16	54	48	0	52	33
Assomption	17	44	63	56	53	60	94	17	27	54	53	41	54	47
Mgr-F.-Richard	25	23	57	54	52	56	60	25	23	60	58	64	59	64
C.-Beausoleil	3	27	47	47	0	47	0	0	0	0	0	0	0	0
District 11	**79**	**15**	**59**	**55**	**53**	**58**	**71**	**50**	**15**	**58**	**55**	**46**	**57**	**60**
Province	**570**	**19**	**62**	**56**	**57**	**60**	**78**	**516**	**18**	**61**	**57**	**60**	**59**	**72**

* Passing grade: 55 %

Chapter 3

Français and Mathématiques provincial examination results at the Primary level

Primary level evaluation program

The provincial evaluation program at the primary level has a very specific objective: to use the information obtained from the exams to improve Français and Mathématiques learning. This program was established following the publication of the report of the Commission on Excellence in Education in 1992. These "diagnostic" exams are administered to all students entering Grade 4 and Grade 8 in the province's Francophone schools.

Evaluation at the primary level is formative in nature. The results are used to help teachers determine appropriate action strategies for each student.

What is the purpose of these exams?

These exams serve to measure the skills and abilities necessary for further learning in French and mathematics. Using the results, teaching staff and the school administration develop and apply appropriate action strategies for correcting the weaknesses detected among the students. The results are also analyzed by the school districts and the Department of Education.

What is tested?

The exams are developed on the basis of a list of descriptors drawn up by school district personnel and Department consultants. The descriptors stem from provincial curricula and identify the elements essential for further development of skills in French and

mathematics at the beginning of Grades 4 and 8.

What performance level is expected of the students?

In order to attain the objectives of the primary-level evaluation program, a performance level is set for each descriptor in the French and mathematics exams. This makes it possible to situate the student in relation to expectations and guides the teacher in providing follow-up. Details concerning the pass levels for each descriptor are presented in Appendices A to D for the French exams and in Appendices E and F for the mathematics exams.

Who prepares the exams?

The exams are developed together with the teaching staff. Supervision is provided by evaluation and curriculum consultants from the Department of Education in association with school district subject supervisors in French and mathematics.

What content was tested?

The French exams are based on two aspects of communication: reading and writing. In Grade 4, the reading part tests comprehension of a narrative text about 100 lines long, consisting mainly of words the students know. In Grade 8, reading comprehension is evaluated on the basis of an information article and a narrative text. The questionnaires that are part of the reading tests in both Grades 4 and 8 contain multiple-choice questions and open-ended questions calling for either brief or extended responses.

In Grade 4, the writing test involves the writing of a narrative text (i.e., relating an event, real or imagined, in which the student feels involved) of at least 75 words. For the writing test in Grade 8, the student is given a choice of three topics on which to write a story approximately 200 words long. In 2001-2002, the three topics were thematically related to the narrative text used for the reading test.

In mathematics, the exams are also divided into two distinct parts. The first is made up of items measuring particularly mathematical content, while the second measures mainly problem solving.

How are the results presented?

A pass level is set, and each student receives a comment (and not a mark) for each French and mathematics descriptor measured. Here are the comments used:

Mastery (**M**) means that the student possesses the skills and knowledge measured.

Partial mastery (**P**) indicates that the student possesses some of the skills and knowledge measured.

Non-mastery (**N**) means that the student lacks the skills and knowledge measured.

These comments provide students with a profile of their strengths and weaknesses at the start of the school year. The teacher can thus obtain a portrait of his class.

The students' results are expressed in relation to performance levels for each descriptor. This is done at the class, district and provincial levels. Consequently, there is no single overall mark for a given exam for a given student.

Each student's results are recorded in his file and must be sent to his parents; they may be discussed at a parent-teacher interview. However, these results must not be used for promotion purposes or to calculate a class mark for the report card, because this is a diagnostic evaluation, not a summative evaluation.

How well did the students do in general?

Français 4e

The reading test consisted of 15 questions about a narrative text of approximately 100 lines (about 1000 words) containing mostly words familiar or at least known to students. The narrative was titled *Les trois soeurs de Martin* [Martin's three sisters].The 15 questions were divided among three descriptors, i.e., Descriptor **D1** (Find explicit information contained in a text), Descriptor **D2** (Extract implicit information from a text), and Descriptor **D3** (React to information contained in a text, and support or justify your position). Province-wide, 61% of students reached the pass level for Descriptor **D1**, 62% for Descriptor **D2**, and only 16% for Descriptor **D3**.

By comparison with the previous year, the pass-level percentage for Descriptor **D1** rose slightly from 53% to 61%, and for Descriptor **D2** there was a sharp rise, from 39% to 62%. However, the pass level for **D3** dropped noticeably, from 26% to 16%.

We hasten to point out that comparing this year's student results with those from last year is risky, not only because different groups of students were tested, but also because the two reading tests were entirely different as to textual content and questions. Nevertheless, we can say that the results in the first two descriptors were fairly good, since six out of ten students were capable of finding information explicitly stated in a text (**D1**) and six students out of ten succeeded in reconstructing implicit information from a given number of clues in a text (**D2**).

As for Descriptor **D3**, eight students out of ten could not justify their position regarding characters, events or information in the text. In other words, a majority of students did not indicate what they thought about the characters, events or information, or they chose an answer without explaining or justifying it, or else provided an incoherent justification unrelated to the story. Question 13, for example, asked the students whether they thought that Martin acted bravely in the story because, on three occasions, Martin says: "What a fool I am. I should have stayed home!" The student was asked: *Do you think Martin was brave in the story? Yes or no? Explain your choice using the story.* Some students simply answered, *Yes, he was brave*, or, *No, he wasn't brave all the time.* Those students earned minimum points or no points since their answers did not include the required justification. Students who received the maximum number of points replied, *No, because without the help of his three sisters who were guiding him, he wouldn't have had the courage to go on*, or, *Yes, because he braved snow and rain and hunger to find his three sisters.* Those students justified their explanation in a pertinent and coherent (logical) way according to the information provided in the story.

It is essential that teachers explain clearly to students that referring to their personal experiences, their memories, a previously read book, or a film they once saw is not a valid strategy for answering this type of question. One of the strategies teachers could impart to students to help them correctly answer this type of question is to mark important passages

in the text (by writing key words in the margin, or simply by circling or underlining these words) in order to make it easier to refer back to specific parts of the text.[2]

The composition test consisted in telling about a true or imaginary event in which the student felt involved (approximately 75 words required). Students were given the following set-up:

While sleeping, you dream that a genie offers you his magic powers for a day. When you wake up, you realize you really do have powers. What do you do?[3] The proposed composition topic called on the student's imagination and creativity. In that short text, students had to pay attention to a few rules of syntax and spelling. The results showed that 60% of students wrote a composition by selecting information (**D4**), 74% used sentence elements to make the composition effective (**D5**), 68% used precise, varied vocabulary (**D6**), 63% observed the rules of punctuation (**D7**), 53% observed standard spelling (**D8**), and 66% observed the rules of grammar (**D9**).

These results show a certain thematic cohesion or coherence in the students' writings (**D4** and **D5**), adequate use of vocabulary (**D6**), and observance of the basic rules of punctuation and grammar (**D7** and **D9**), whereas there is still work to be done to master spelling (**D8**). It bears mentioning that descriptors **D7**, **D8** and **D9** were measured on the basis of the first 55 words of the composition, and that knowledge of spelling (**D8**) was measured on the basis of a spelling lexicon of 643 words,[4] which students could consult as they wrote their composition.

Follow-up activities

One objective of this provincial evaluation[5] is to inform teachers of the state of reading and writing knowledge and skills among students entering Grade 4. As regards this comprehensive review of the resulting data, we should point out that students starting Grade 4 have more difficulty reading than writing.[6] It should be noted, however, that reading acquisition is a continuing process, and that it is an easy, rapid process for some, whereas others need more time and effort.[7]

It is recommended that students who fail reading attend reading sessions.[8] Without rushing headlong into stock formulas or instructions, we note that one of the strategies recommended by current research[9] is to do a systematic miscue analysis by having the student read aloud.

According to those studies, reading aloud can be regarded as an important component of the understanding process (and one of the first steps in realizing the role that punctuation

2 L. Calkins, K. Montgomery, & D. Santman (1998). *A teacher's guide to standardized tests: Knowledge is power*. Portsmouth, Heineman.

3 The proposed composition topic was accompanied by a cartoon to stimulate the student's written expression (or creativity).

4 This spelling lexicon was taken from the spelling list of the primary-level French curriculum support document of the New Brunswick Department of Education (1999).

5 This evaluation is also used to improve the student's learning strategies as well as the teacher's instructional process.

6 As regards the composition of simple sentences, in any case.

7 Gough, P.B., L.C. Ehri and R. Treiman. (1992). *Reading Acquisition*. NJ: Laurence Erlbaum.

8 The purpose of these reading sessions is to identify miscues or discrepancies between the written word and the word read, and to determine whether the student is able to read the text as fast as he wants.

9 Perfetti, C. (1992). The representation problem in reading acquisition. In Gough, P.B., L.C. Ehri and R. Treiman (Eds.), *Reading Acquisition*. NJ: Laurence Erlbaum. Bosman, A.M.T. and C.C. Van Orden (1997). Pourquoi l'orthographe est-elle plus difficile que la lecture? In Rieben, L., M. Fayol and C. Perfetti (Eds.), *Des orthographes et leur acquisition*. Neufchâtel, Paris. Elbro, C. (1998). When reading is "readn" or "somthn." Distinctness of phonological representations of lexical items and disabled readers. *Scandinavian Journal of Psychology*, 30, 149-153.

plays in writing) and a step towards silent reading, which is the goal. To ensure that reading aloud is meaningful for the student, that is, to determine whether he has grasped the meaning of the text, the student is asked to express what he has read in his own words.

Bentolila et al. (1991) point out that young students, especially in elementary school, tend to spend very little time figuring out the meaning of the question and to jump on the first clue in the text in order to give their answer. One of the strategies proposed by Calkins et al. (1998) to prevent students from making mistakes of this kind is to present a text or a story (which the teacher will have taken the time to type on the computer in order to give students confidence and experience with this type of format) with questions set out as they were in previous reading tests. With a partner, the student will have to explain in his own words, or in writing, the meaning of each question. The teacher will then be able to help the students discover the real meaning of the question by identifying the key words in the question and by discussing the different interpretations provided by students in the class.[10] It is important for teachers to encourage elementary school students to use efficient and effective strategies when answering test questions.

Reading can be developed and improved throughout a student's schooling.[11] Nevertheless, at the beginning of Grade 4, reading should consist of more than decoding[12] or simple linear coding of segments.[13] It should have reached an overall level of understanding so that learning can continue under optimal conditions.

Français 8e

The reading test consisted of 23 questions about two texts, i.e., a 113-line information article (approximately 800 words) titled *Louis Pasteur* and a 171-line narrative text (approximately 1900 words) titled *Le meilleur choix* [The best choice]. Four descriptors were chosen to measure the students' skill at grasping the meaning of these two texts: Descriptor **D1** (Find explicit information contained in a text), Descriptor **D2** (Extract implicit information from a text), Descriptor **D3** (Distinguish between key information and secondary information), and Descriptor **D4** (React to the constituent elements of a text). Looking closely at the province-wide success rates in decreasing order, we see that 59% of students reached the pass level for Descriptor **D1**, followed by 47% for Descriptor **D3**, 30% for Descriptor **D2**, and 20% for Descriptor **D4.**

Looking at these percentages, it is clear that three descriptors, **D2, D3 and D4,** fell sharply this year as compared with last year. (The student pass rates in 2001 were 56% for **D2,** 85% for **D3** and 39% for **D4.**) As for the first descriptor, **D1**, we see that about the same number of students reached the pass level as in the previous year, i.e., six out of ten, whereas performance for Descriptor **D4** dropped noticeably, from 39% in 2001 to 20% this year. It seems that this year the weaknesses are found primarily in descriptors **D2, D3** and **D4**. This makes it crucial for teachers to develop effective teaching/learning strategies

10 This is not a matter of having students practise answering questions from past reading tests, but of preparing them for the kind of questioning found on reading tests. When using this type of preparatory strategy with students, it is not enough to focus on helping the students perform better on the reading test; we must also make sure that they are acquiring a better mastery of the field or construct being measured.

11 New Brunswick Department of Education (2001). *Programme de français au primaire. Maternelle - 8e année.* Government of New Brunswick.

12 According to Bentolila et al., the ability to decode is not a proof of reading ability. At this grade level, the student must be reading to learn, not learning to read.

13 A. Bentolila; B. Chevalier & D. Falcoz-Vigne (1991). *La lecture. Apprentissage, évaluation et perfectionnement.* Paris: Nathan.

enabling students to achieve mastery of these three reading skills.

The purpose of descriptor **D4 is** to teach the student to react or express his reactions to the constituent elements of a text. Five questions were asked to measure this skill in the reading test. Here again, to obtain the maximum number of points, the student must take a position and support it with a relevant[14] and developed argument.[15] Let us take, for example, the following question on the information article: *After reading this article, do you think Louis Pasteur could be nicknamed "the germ detective"? Justify your answer by referring to the text.* To obtain the maximum number of points, the student must answer by taking a position and justifying it through a relevant, developed argument based on the text. Some students answered, *Yes, because Pasteur spent part of his life trying to understand how germs spread. It is because of him that we can safely preserve and eat certain foods today.* Others reacted by writing, *No, I would not say that he was a "germ detective." Rather, he was trying to figure out how to eliminate germs from food and liquids. This enabled Dr. Lister to eliminate germs during operations.* Students who obtained the minimum number of points or no points answered, *Maybe, I don't know enough about science*, or, *No, because there are scientists better than him.*

Here is another type of question for this same descriptor (**D4**), taken this time from the narrative text: *Do you think Jean acted imprudently when he tried to knock out the lynx with a club? Justify your answer based on the story.* A few students reacted by stating, *Yes, because Jean could have been more prudent when he saw that the lynx was fighting fiercely to get out of the trap. He knew that his traps weren't made for these large fur animals*, or, *No, because that is what he always did with animals that were still alive. Jean would knock them out with a big stick so as not to damage their fur. Therefore, he thought he could do the same thing with the lynx.* Students who obtained the minimum number of points or no points simply answered, *Yes, because he should have been more careful*, or *No, because the lynx fought back.*

The composition test consisted in writing a story of about 200 words based on three proposed topics, which were actually an extension of the theme of the narrative text used for the reading test. For example, the theme of that text was the choice a trapper had to make between using a dogsled or a snowmobile to set his traps. Thus, one of the topics proposed for the composition test was: *It is the end of September, and your school has collected $10,000 for extra-curricular activities. You are on the student council and you decide that with this money . . .* The student's story had to contain an initial situation, a disturbance, the working out of that disturbance, and a final situation. The results were that 60% of students reached the pass level for Descriptor **D5** (Write a composition that conforms to the characteristics of the narrative), 61% for Descriptor **D6** (Provide pertinent clues that reveal the composition's structure), 68% for Descriptor **D7** (Use precise, varied vocabulary), 40% for Descriptor **D8** (Construct proper sentences), 44% for Descriptor **D9** (Punctuate sentences correctly), 67% for Descriptor **D10** (Observe standard spelling), and 30% for Descriptor **D11** (Observe grammatical spelling).

Follow-up activities

The weakness of the results can be explained by the chance factor involved in using one

14 A relevant argument is one that relates to the information or ideas contained in the text.

15 The student develops his argument by providing more details.

single test[16] and the tendency of students not to distance themselves enough from what they are writing. In other words, students do not take the time to review and correct their own work, to go back over what they have just done. According to Bugniet's research,[17] students, particularly those at the elementary and secondary levels, are not sufficiently aware that their first draft is not necessarily the best. According to Bugniet, the consequence of this "artistic spontaneity," exhibited by too many students, is that they do not distance themselves enough from their writing and, for this reason, cannot gradually discover the components and rules of writing.

Our results clearly show that, in composition, students starting Grade 8 were weakest in textual knowledge (**D5** and **D6**), lexical knowledge (**D7**), syntax (**D8**) and grammar (**D9** and **D11**), and that teachers will need to work hard on these descriptors in order to optimize the students' written performance.

In conclusion, we remind readers that the ultimate purpose of this selective external evaluation is to make a formative[18] (pedagogical) diagnosis[19] as opposed to a summative[20] (social) prognosis[21] and that our first concern is therefore the educational and school success of each student.

16 Gilbert De Landsheere (*Évaluation continue et examens : Précis de docimologie*. Paris, Nathan, 1993) is among the French measurement and evaluation specialists who point out that a student's test performance depends not only on his knowledge but also on a host of other factors that include stress, fatigue, sickness and motivation. This is what is called "measurement error" in docimology.

17 Bugniet, C. (1986). *Évaluer la production écrite*. Service de la recherche pédagogique, Genève.

18 This type of evaluation provides information likely to help students as well as teachers in their instructional activities.

19 Knowledge evaluation at the start of the school year.

20 This type of evaluation is a one-time observation without follow-up.

21 A final conclusion at the end of the school year.

Mathématiques 4e

The mathematical content of the test comprised two parts, the first measuring mathematical concepts and notions and the other measuring problem solving. The first part consisted of 12 constructed-response questions designed to measure five descriptors.[22] For the first descriptor (Understand the concept of equivalence and express a number using various representations), 62% of students achieved mastery and 25% partial mastery, whereas 13% demonstrated non-mastery. For the other descriptors, see the tables on the following pages for the percentages of students in each of these categories.

Results for the first part are generally satisfactory, with 61% of students having an effective technique for addition, subtraction and multiplication. Two fundamental aspects underlie the understanding of calculation techniques: the concept of equivalence, which makes it possible to change how a number is represented through exchanges (12 times 10 *is equal to* 100 plus 2 times 10), and the possibility of expressing a number using a variety of different representations.[23] This assertion is proved out by an analysis of the correlation between the first descriptor and the one pertaining to calculation techniques. This analysis shows that, in most cases, students who have a mastery of the concepts of equivalence and multiple representation of a number also have a mastery of a calculation technique.

The second part presented six problems allowing students to demonstrate their problem solving skills. The information collected was used mainly for three

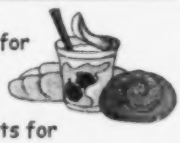
22 A descriptor is a description of skills a student is expected to have acquired at a certain stage of schooling. *Guide d'administration, mathématiques 4e année*. NBDE, September 2002.

23 M. Lyons, R. Lyons (1990), *Guide d'enseignement et d'activités, Défi mathématique 4*. Mondia.

descriptors: one measuring the appropriateness of the problem-solving strategy used, one measuring skill at finding the right solution to a given problem, and one measuring the ability to effectively communicate the answer to a problem in writing. The results showed that 55% of students were able to choose the right strategy and that 51% of them succeeded in finding at least three right answers out of the six problems proposed. The teachers mentioned that students could correct many little mistakes if they took the time to look over their work after each problem.

Question 3 is an example of problem solving. The solution required two steps, first adding up how many yogurts there were to begin with, and then subtracting the yogurts left at the end of recess.

3. On the first day of school for Grade 4 students at Raspberry Elementary School, parents bought yogurts for recess. They bought six boxes, each containing 10 yogurts. At the end of recess, there was one full box and four yogurts left.



How many yogurts were eaten during recess?

Although 51% of students used an appropriate strategy to solve the problem, only 37% of them found the right answer. Furthermore, 22% of students chose a strategy that only enabled them to solve part of the problem, and 27% of students did not answer or were unable to use a valid strategy to solve the problem.

Follow-up activities

The objective of this evaluation program, let us not forget, is to use the information garnered from the exam to plan activities to improve learning. This evaluation system based on levels enables students, parents and teachers to take stock of students' progress on the basis of eight different descriptors, at the very beginning of the school year. Success in these descriptors can turn out to be a good indicator of the student's overall results in Grade 4 mathematics. For those having difficulty with one or more descriptors, it is important to intervene as soon as possible to remedy the weaknesses.

Teachers marking the tests pointed out that, to help students who are not mastering an operation technique, teachers should not hesitate to return to hands-on materials and to the plotting board before going on to more abstract representations. They also noted that many students draw base-ten material and numerical symbols on their plotting boards. This erroneous practice, while demonstrating a certain understanding, is a source of confusion for students and must be corrected quickly.

The evaluation program[24] provides teachers with approaches designed to help students who are having difficulty with the mathematical content descriptors.

For the descriptors related to problem solving, learning must be seen from a continuing education perspective. According to the National Council of Teachers of Mathematics, students who are good at solving problems have a tendency to analyse problems in mathematical terms. They will first consider a simpler problem before tackling a more complex situation.[25] Teachers can help students think in mathematical terms by asking questions that make them see the math in the world around them and in the experiences they have had.

Moreover, students who are analytical and who concentrate easily are successful in

24 See the *Guide de notation, mathématiques 4e année*, Department of Education, 2002.

25 *Principles and Standards for School Mathematics*, NCTM, 2000.

everything that requires reasoning.[26] To improve reasoning, students must be asked to justify their approach and their answers. They need to be told that we have to see proof of what they think the answer is. Multiple-choice questions, logic grids and computer-related activities help develop reasoning and concentration.

Mathématiques 8e

A new generation of Grade 7 and 8 mathematics programs (interim versions) was brought on stream province-wide in September 2000. Given the changes in approaches and contents, the external evaluation administered at the start of Grade 8 needed to be updated. Starting with the September 2001 test, those changes translated into a reduction in geometric content dealing with isometric transformations and an increase in content dealing with probabilities and statistics. The first part of the test lasts 30 minutes, and no calculators are allowed. It consists of 24 multiple-choice questions designed to obtain information on the students' ability to understand and use rational numbers (**D1**), perform basic operations on whole numbers and decimal numbers (**D2**), and understand and use the properties of straight lines, angles and triangles (**D4**).

Analysis of the questions showed that students were fairly good at performing the four operations on natural and decimal numbers, but that barely 48% of them had mastery of the rational number descriptor. The representation of rational numbers using fractions, percentages or decimals and the ordering and comparing of rational numbers are aspects that are still not mastered by the majority of students.

Here is an example of a question illustrating the comparison of rational numbers. The success rate for this question was 34%.

1. Which of the following choices represents two equivalent numbers?

   A) 7.6 and 76/100 B) 3 tenths and 10/3

   C) 3/8 and 0.66 D) 0.875 and 7/8

This next question asked the student to follow the order of the operations on natural numbers. The success rate for this question was 78%.

2. What is $15 + 3 \times 7 - 6 \div 3$?

   A) 6 B) 10

   C) 34 D) 40

The second part lasts 2 hours, and calculators are allowed. It consists of 25 questions that sometimes require a short answer and sometimes a more elaborate one. The test is designed for completion in 120 minutes, and measures, among other things, the student's ability to understand and use patterns (**D3**), make predictions and decisions based on statistical data (**D5**), and do simple probability calculations (**D6**). Operations on whole numbers and decimal numbers and the understanding of rational numbers are also measured in this part, but by means of situation-based problems.

Analysis of the questions prompts several observations. First, a significant number of students (62%) achieved mastery of patterns. The principle of pattern growth was well understood, but very few students (21%) were able to express a pattern using an algebraic expression. As for statistics, only 55% of students could calculate an average when it was presented in an everyday situation.

26 M. Lyons, R. Lyons (1998), *Guide d'enseignement. Planification et évaluation. Défi mathématique 1*, Éditions de la Chenelière.

Probability calculations, also presented in context, were successfully completed by more than 60% of students, which is an encouraging result.

The second part of the exam also includes the problem-solving component. In this, there was a slight drop compared with last year, which could be explained, in part, by the added difficulty of the questions. Only half the students achieved mastery of using an appropriate strategy to solve a problem (compared with 56% last year). As for finding the right answer, 44 % of students succeeded in finding at least three right answers out of the six problems proposed. Students who had difficulty finding the correct answer usually showed weakness in calculation techniques with whole and decimal numbers.

Follow-up activities

The objective of this evaluation program, let us not forget, is to use the information garnered from the exam to plan activities to improve learning. This evaluation system based on pass levels enables students, parents and teachers to take stock of students' progress in relation to nine different descriptors, at the very beginning of the school year. Success in these descriptors can turn out to be a good indicator of the student's overall results in Grade 8 mathematics. For those having difficulty with one or more descriptors, it is important to intervene as soon as possible to remedy the weaknesses.

On the exam, students were asked to draw a circle chart and a histogram to represent the data of a problem. The circle chart met with more success, while the histogram, which many students mistook for a broken-line chart, had a success rate of about 40%. It should be noted that in order to get the maximum number of points the student had to give his chart a title, which the vast majority of students failed to do. A refresher on the different types of charts is needed in order to improve the situation.

The evaluation program[27] provides teachers with approaches designed to help students who are having difficulty with descriptors 1 to 6.

For descriptors 7 through 9, which deal with problem solving, learning must be seen from a continuing education perspective. According to the National Council of Teachers of Mathematics, students who are good at solving problems have a tendency to analyze problems in mathematical terms. They will first consider a simpler case before tackling a more complex situation.[28] Teachers can help students think in mathematical terms by asking questions that make them see the math in the world around them and in the experiences they have had.

Teachers marking the exam observed that students are still leaving too little trace of their calculations or that their process is difficult to follow given disorganization in the steps used. Students must be aware that effective communication of their solution is now an important skill in mathematical problem solving. Students using a calculator may tend to leave less trace of their calculations, writing down only the result of their operations instead of indicating all the steps that led to that result. The scorers need these indications to judge the strategy which the student used to solve the problem. It is therefore strongly recommended that teachers show students some sample solutions in which the steps are clearly indicated, and insist that students indicate the steps of their solution, in words as well as numbers.

27 See the *Guide de notation, mathématiques 8e année*, Department of Education, 2002.

28 *Principles and Standards for School Mathematics*, NCTM, 2000.

Are the results interpreted in the same way as for the high school level?

No, because the results of exams administered at the primary level are used for diagnostic purposes and must therefore be interpreted in that light. The results for the province and for each school district are presented in this report.

For each exam and for each of the descriptors measured, there is a series of graphs representing the distribution of the overall student population in each district and in the province. These graphic representations provide a profile of each district and of the province in terms of the percentage of students who have mastered (**M**), partially mastered (**P**), or not mastered (**N**) each descriptor according to the discipline.

This information enables teaching staff to identify students with problems learning French and mathematics and to remedy their weaknesses at the beginning of the school year.

Français 4e année

Breakdown of the student population

Table 1

Provincial data

Number of students by sex

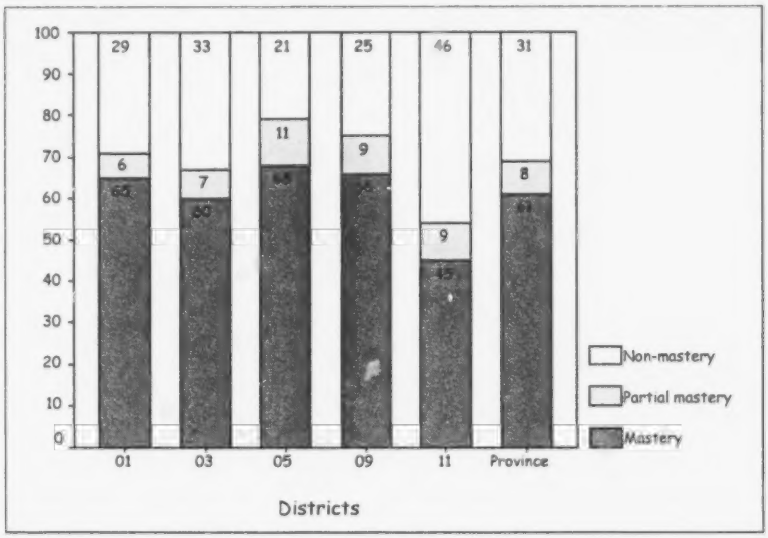
Girls : N=1 241
Boys: N=1 322

	Number of students enrolled	Reading		Writing	
		Exempted	Absent	Exempted	Absent
District 01	543	7	7	9	15
District 03	537	17	17	15	17
District 05	439	9	9	7	9
District 09	585	25	25	20	15
District 11	459	[illegible]	18	20	18
Province	2 563	76	76	71	74

Reading test

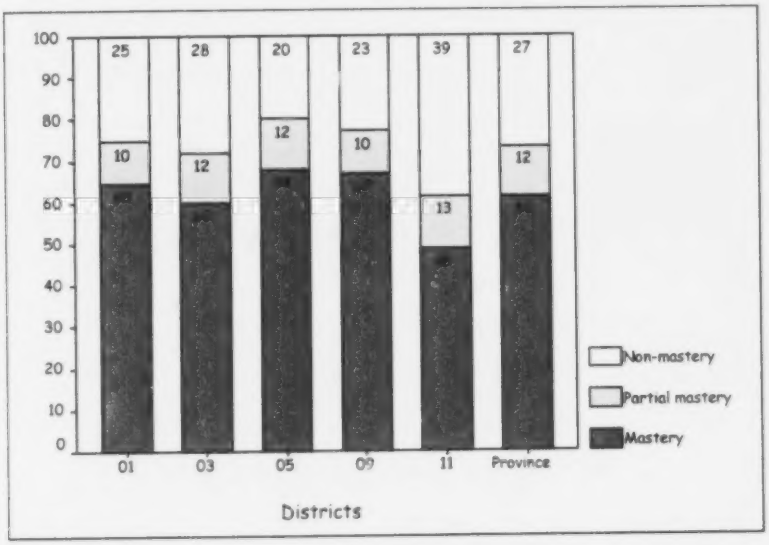
Descriptor 1: Find specific, selected information appearing literally in the text.

Graph 21



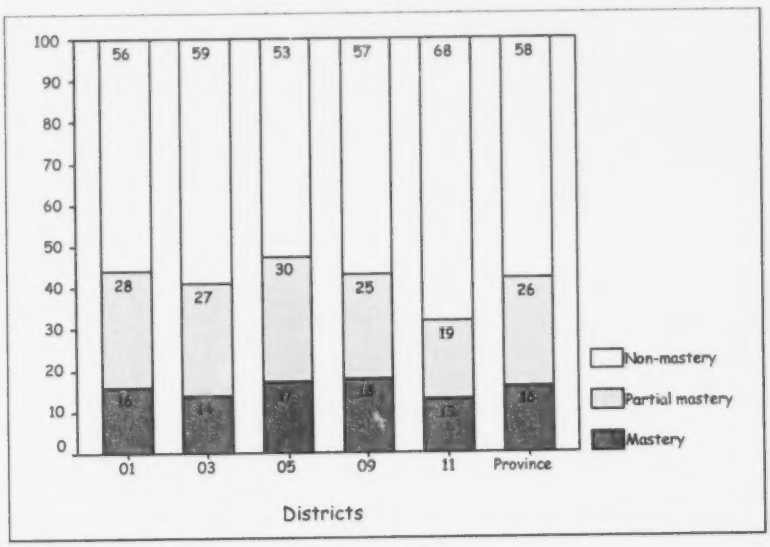
Descriptor 2: Reconstruct implicit information on the basis of a number of clues provided by the text.

Graph 22



Descriptor 3: Assess or take a position in relation to the text by giving an opinion and justifying it.

Graph 23



Français 4e année

Breakdown of the student population

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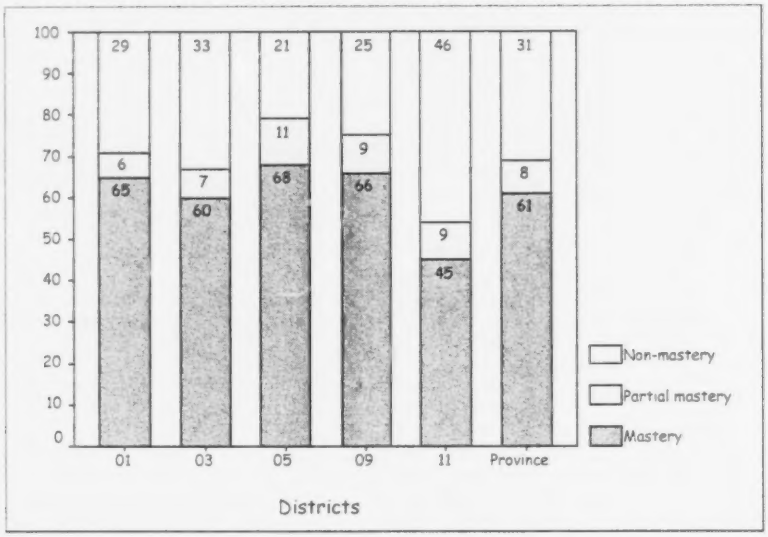
District 09	585	25	25	20	15
District 11	459	18	18	20	18
Province	2 563	76	76	71	74

Reading test

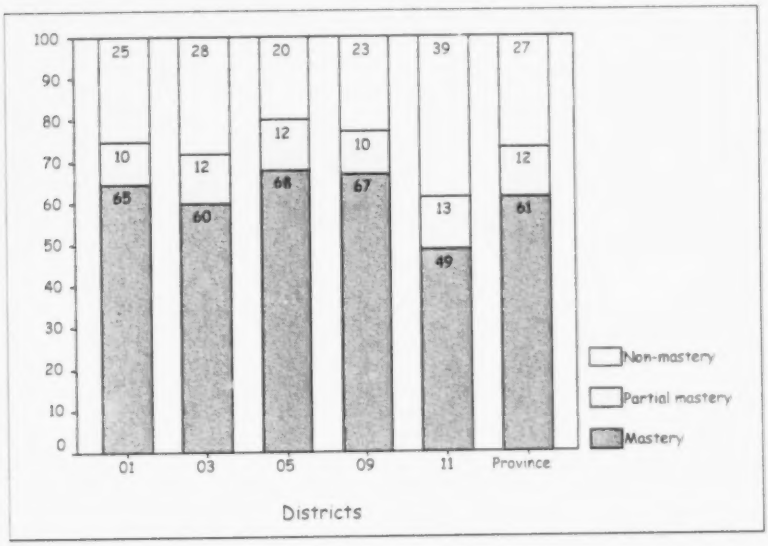
Descriptor 1: Find specific, selected information appearing literally in the text.

Graph 21



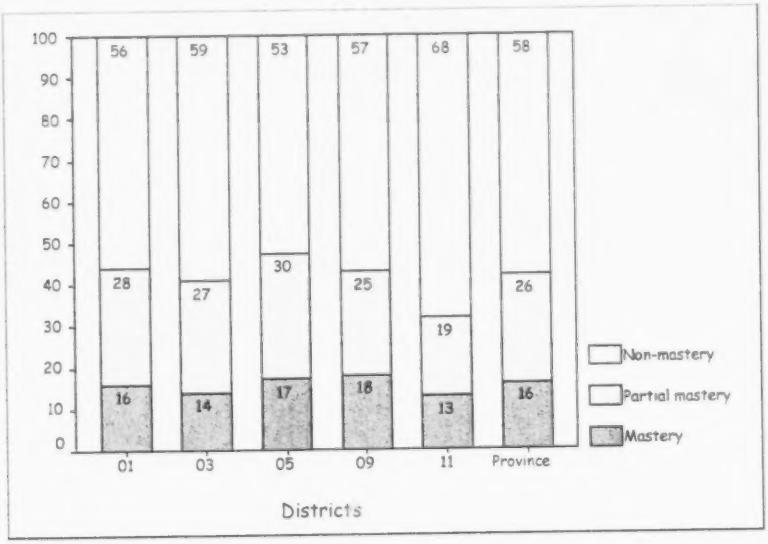
Descriptor 2: Reconstruct implicit information on the basis of a number of clues provided by the text.

Graph 22



Descriptor 3: Assess or take a position in relation to the text by giving an opinion and justifying it.

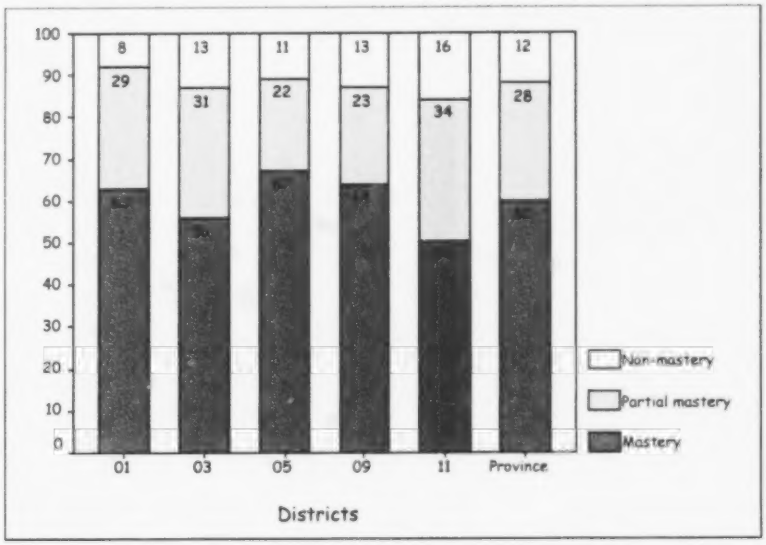
Graph 23



Writing test

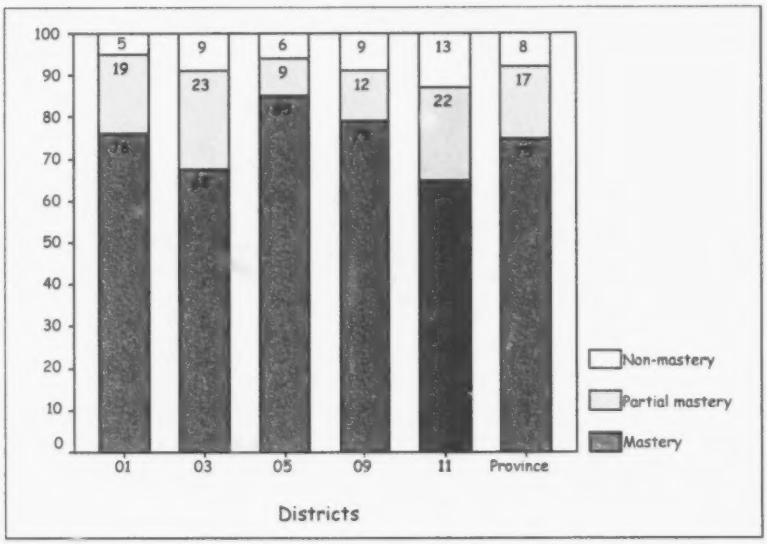
Descriptor 4: Write a composition by selecting information.

Graph 24



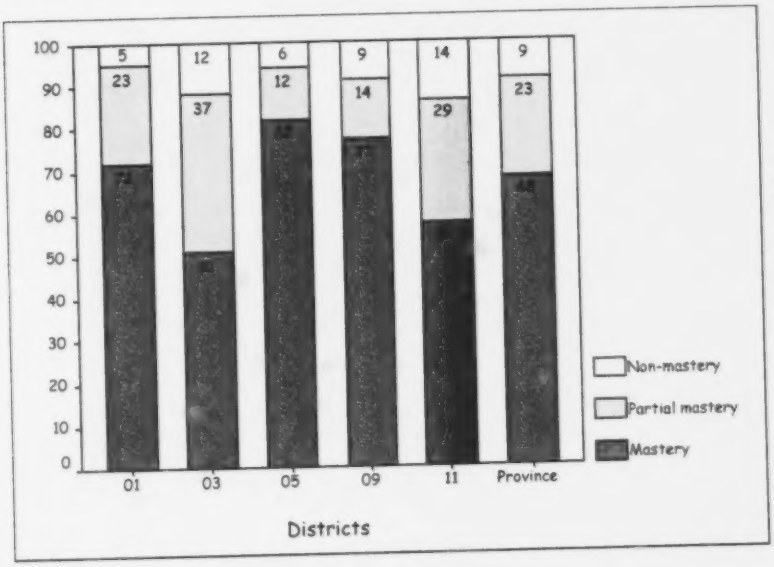
Descriptor 5: Organize and arrange the elements of the sentence in order to make the composition effective.

Graph 25



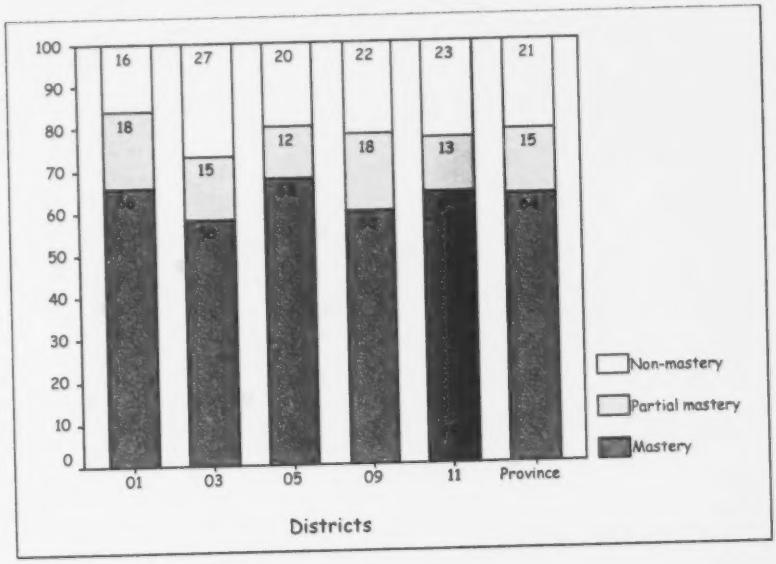
Descriptor 6 Use a varied, precise vocabulary.

Graph 26



Descriptor 7: Observes punctuation rules.

Graph 27



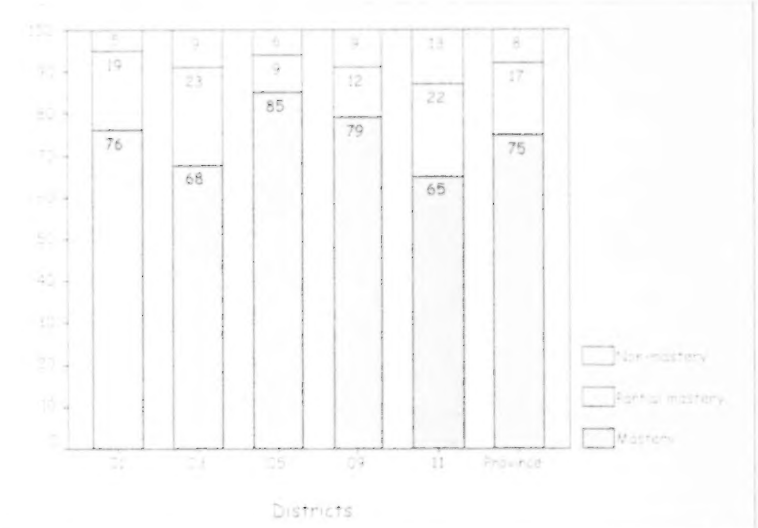
Writing test

Descriptor 4: Write a composition by selecting information.

Graph 24

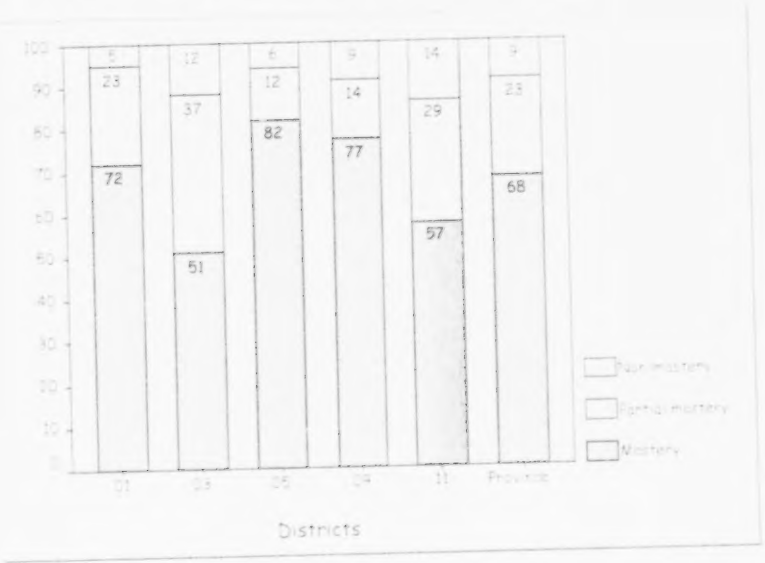
Descriptor 5: Organize and arrange the elements of the sentence in order to make the composition effective.

Graph 25



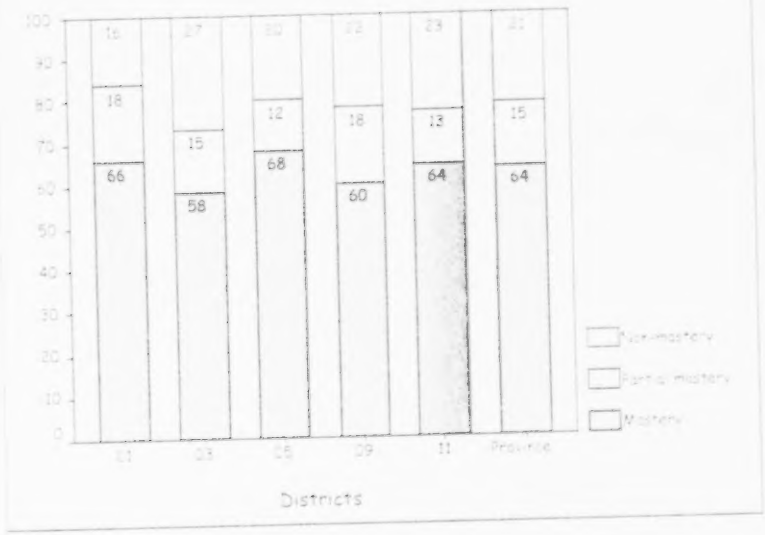
Descriptor 6 Use a varied, precise vocabulary.

Graph 26



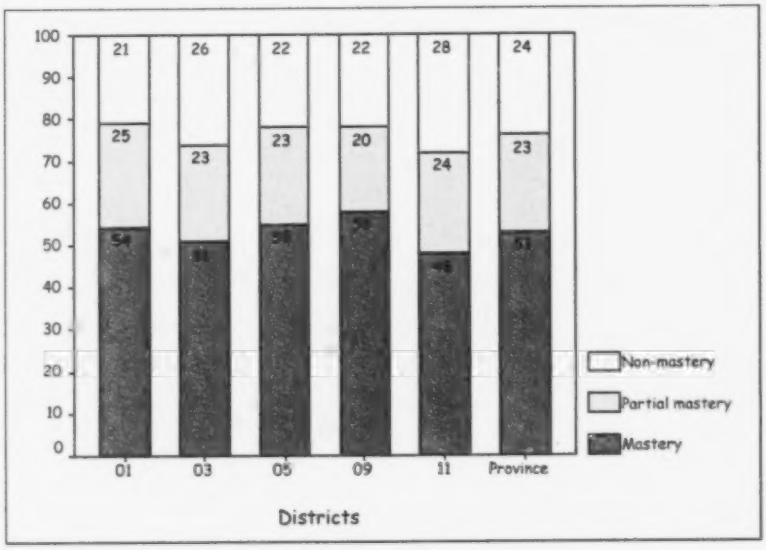
Descriptor 7: Observes punctuation rules.

Graph 27



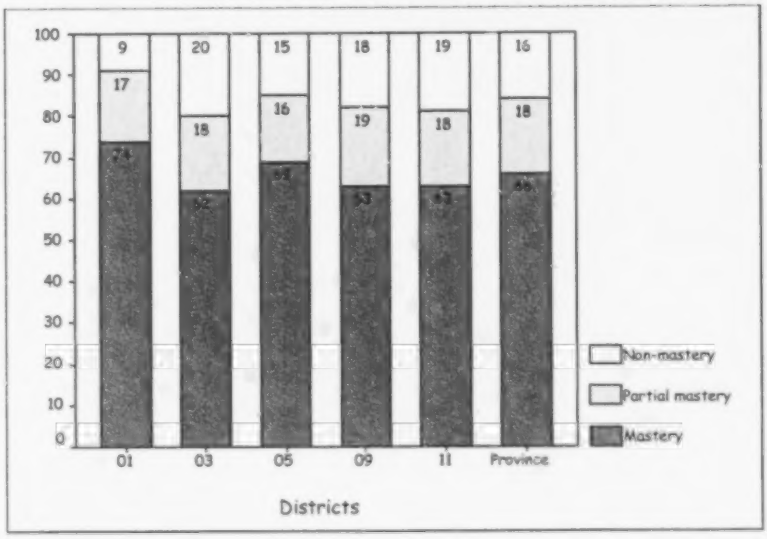
Descriptor 8 Observe standard spelling.

Graph 28



Descriptor 9 Observe grammatical spelling.

Graph 29



Français 8e année

Breakdown of the student population

Table 2

Provincial data

Number of students by sex

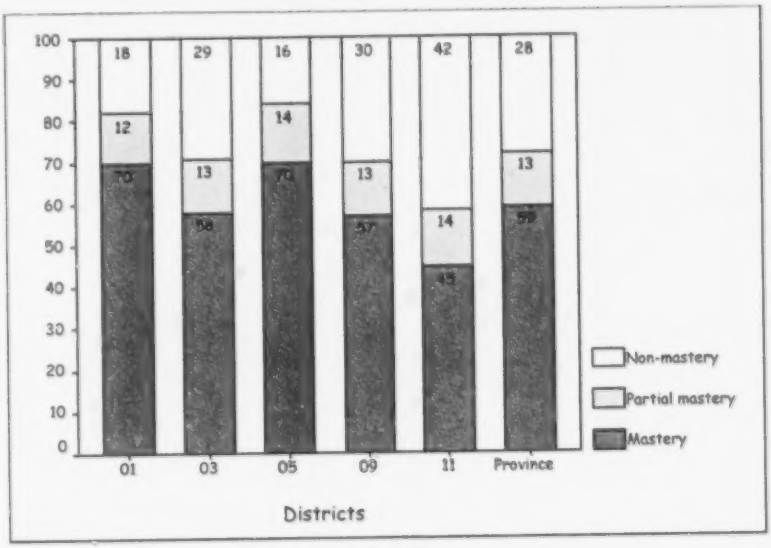
Girls : N=1431
Boys : N=1456

	Number of students enrolled	Reading		Writing	
		Exempted	Absent	Exempted	Absent
District 01	513	14	14	2	4
District 03	635	33	34	6	7
District 05	515	19	19	18	19
District 09	641	33	37	21	24
District 11	583	45	43	14	6
Province	2 887	144	147	61	60

Reading test

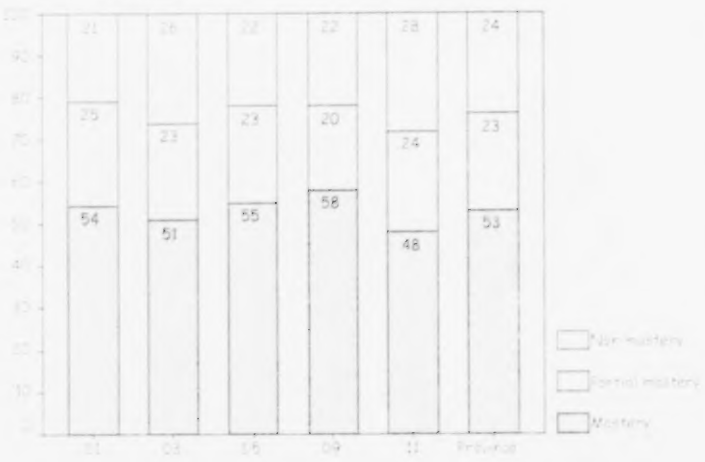
Descriptor 1: Find explicit information contained in a text.

Graph 30



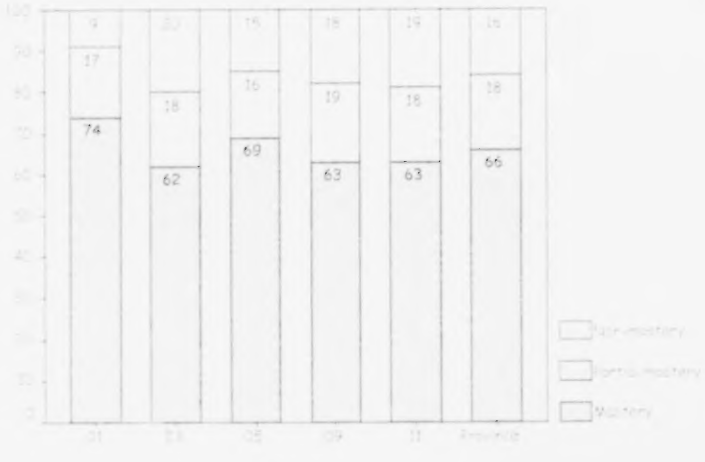
Descriptor 8 Observe standard spelling.

Graph 28



Descriptor 9 Observe grammatical spelling.

Graph 29



Français 8e année

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Reading test

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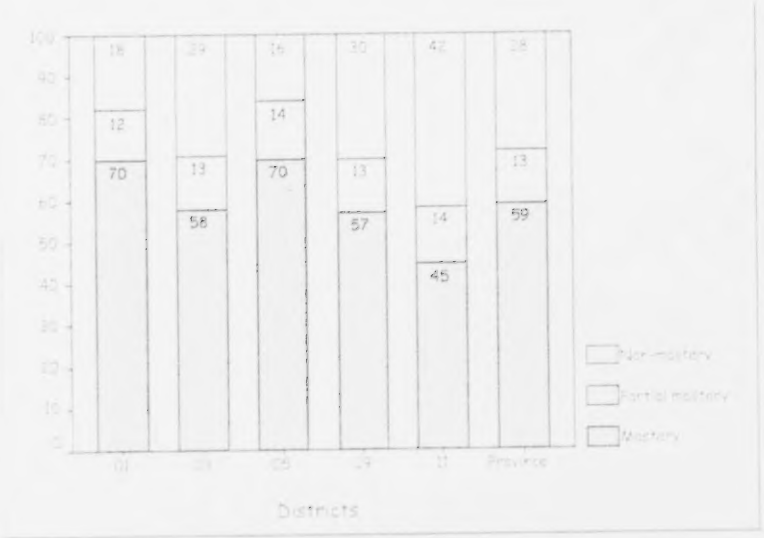
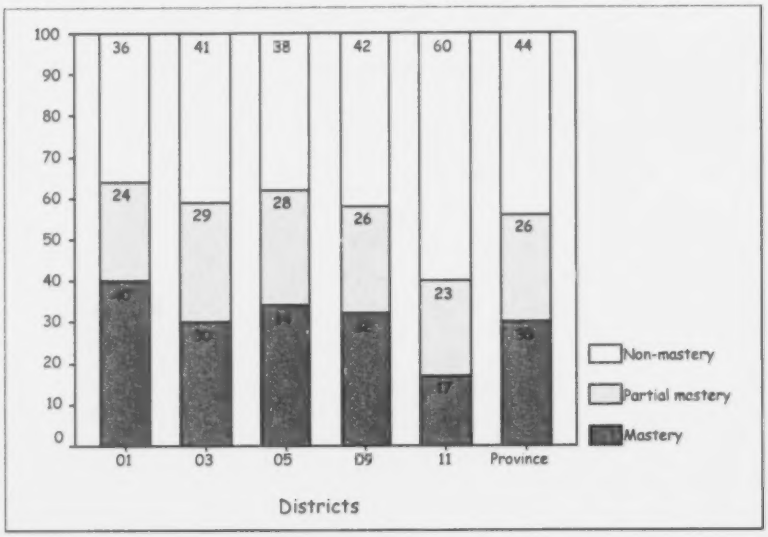
Graph 30



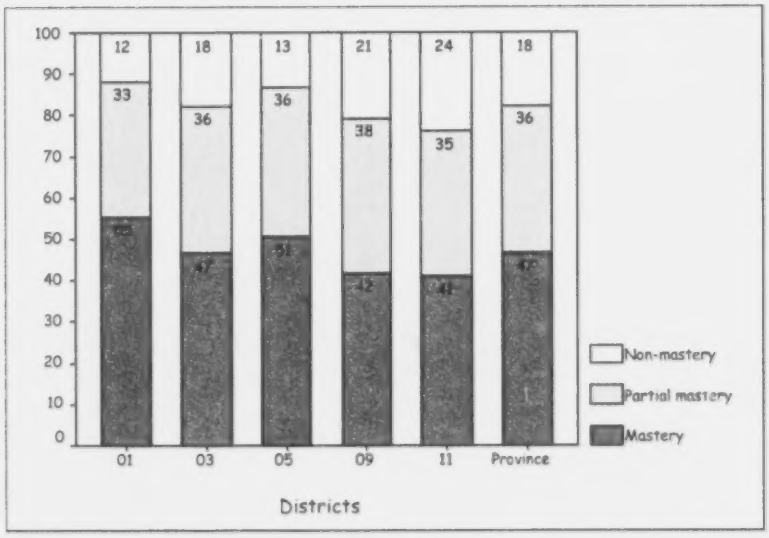
Descriptor 2: Extract implicit information from a text.

Graph 31



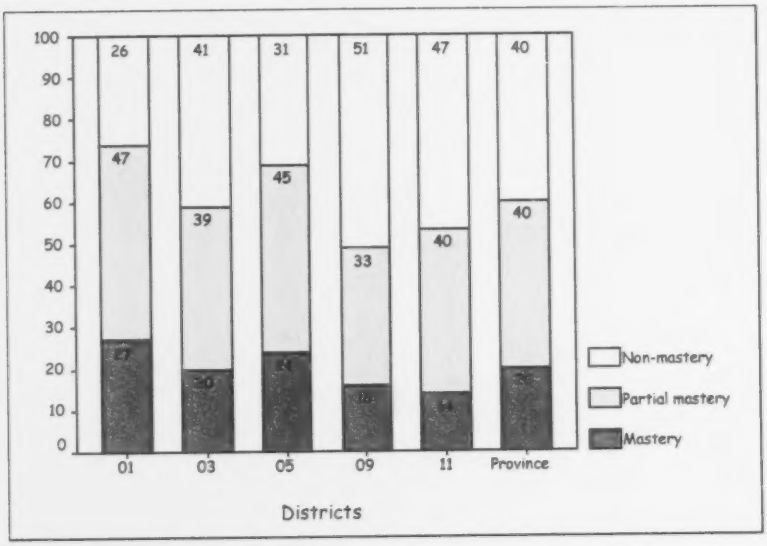
Descriptor 3: Distinguish between key information and secondary information.

Graph 32



Descriptor 4: React to constituent elements of a text.

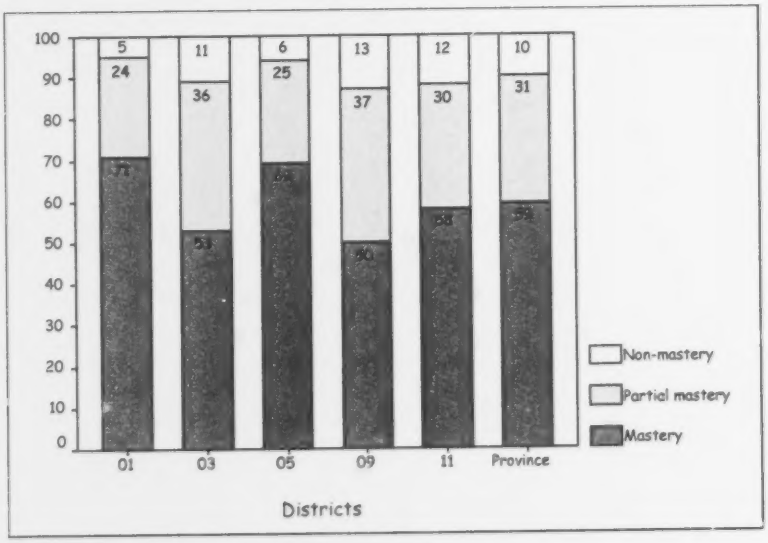
Graph 33



Writing test

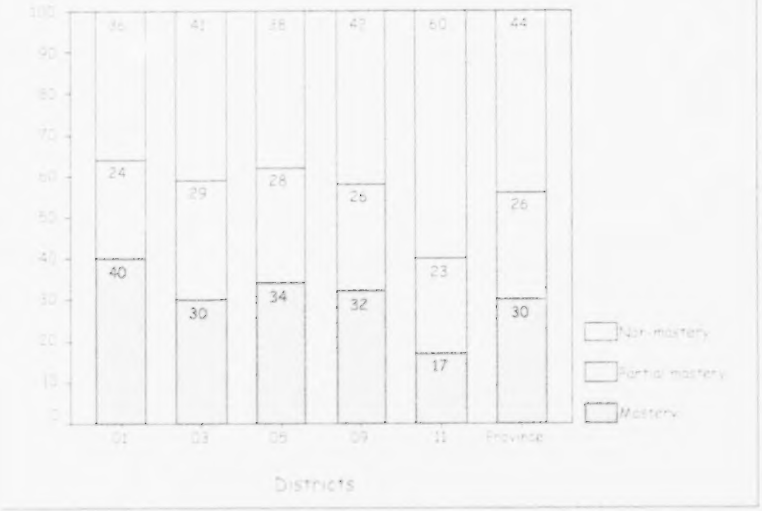
Descriptor 5: Write a composition that conforms to the characteristics of the narrative story.

Graph 34



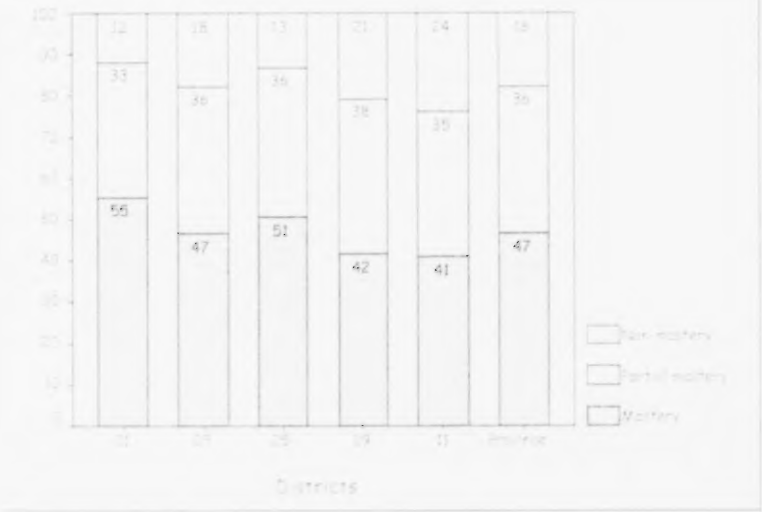
Descriptor 2: Extract implicit information from a text.

Graph 31



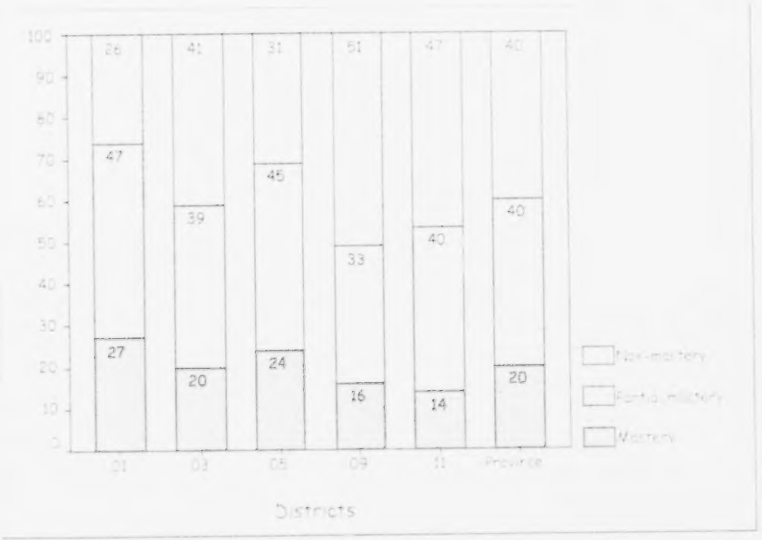
Descriptor 3: Distinguish between key information and secondary information.

Graph 32



Descriptor 4: React to constituent elements of a text.

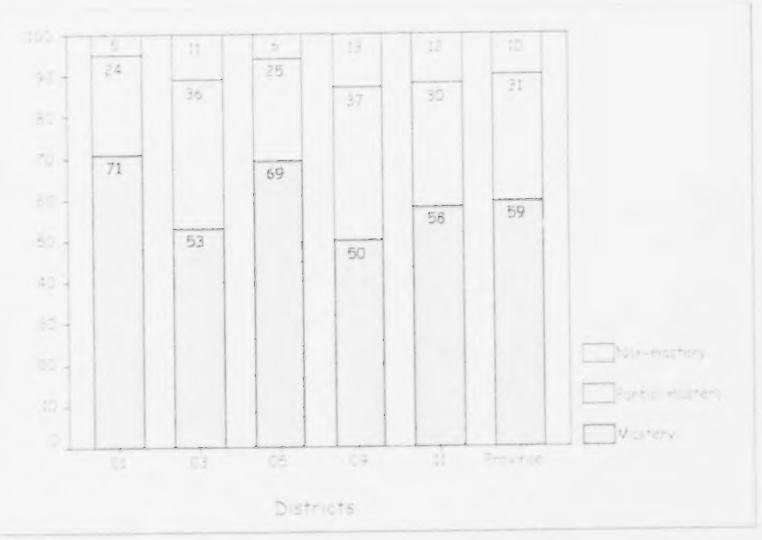
Graph 33



Writing test

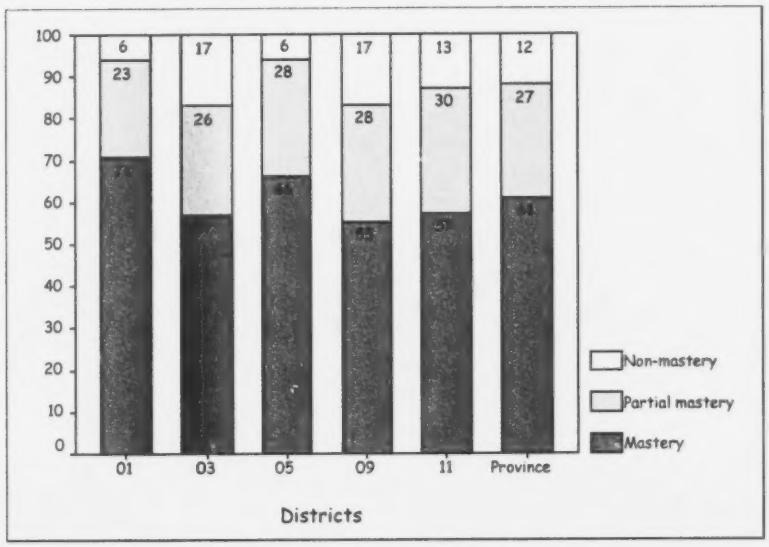
Descriptor 5: Write a composition that conforms to the characteristics of the narrative story.

Graph 34



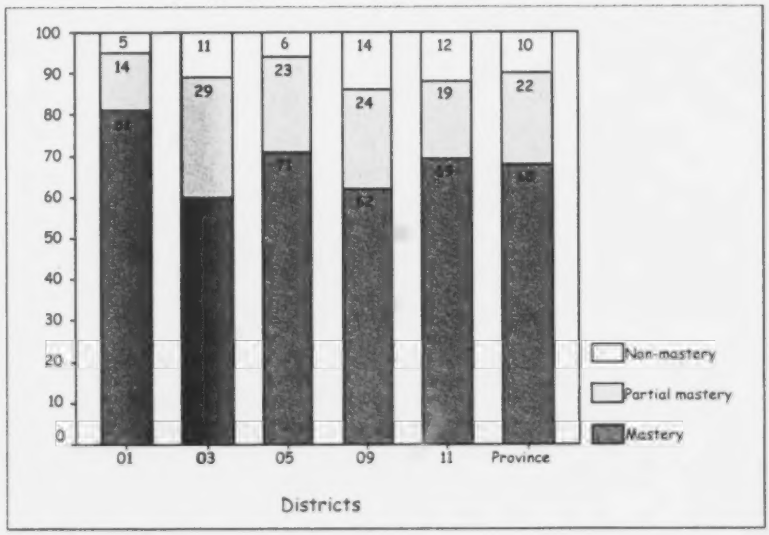
Descriptor 6: Provide pertinent clues that reveal the composition's structure.

Graph 35



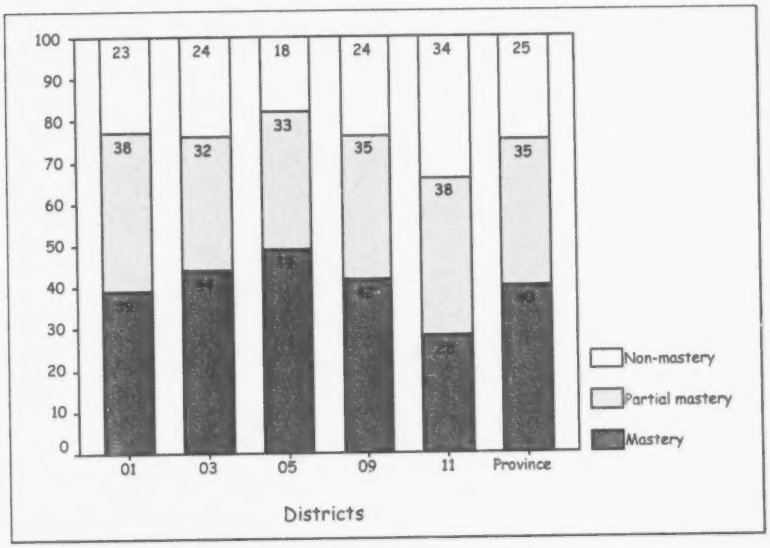
Descriptor 7: Use a varied, precise vocabulary.

Graph 36



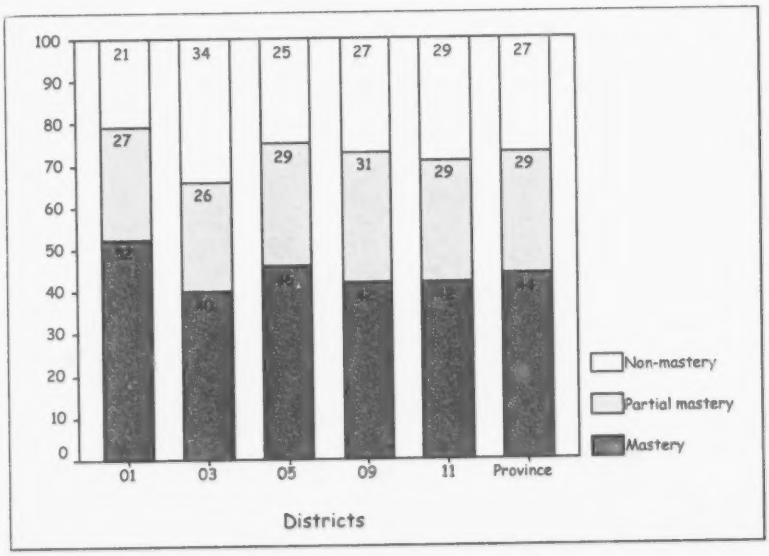
Descriptor 8: Construct proper sentences.

Graph 37



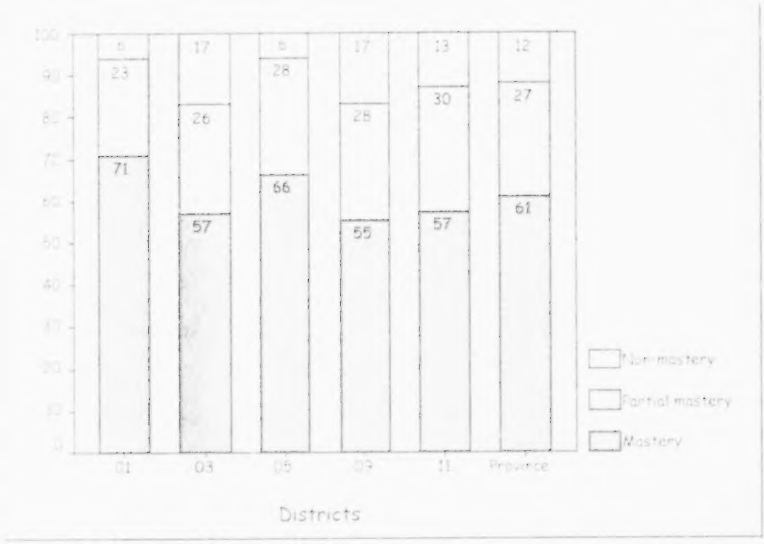
Descriptor 9: Punctuate the text correctly.

Graph 38



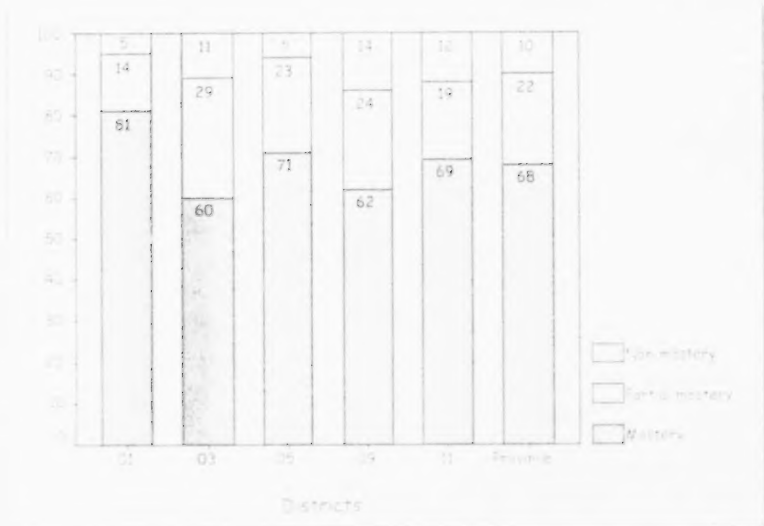
Descriptor 6: Provide pertinent clues that reveal the composition's structure.

Graph 35



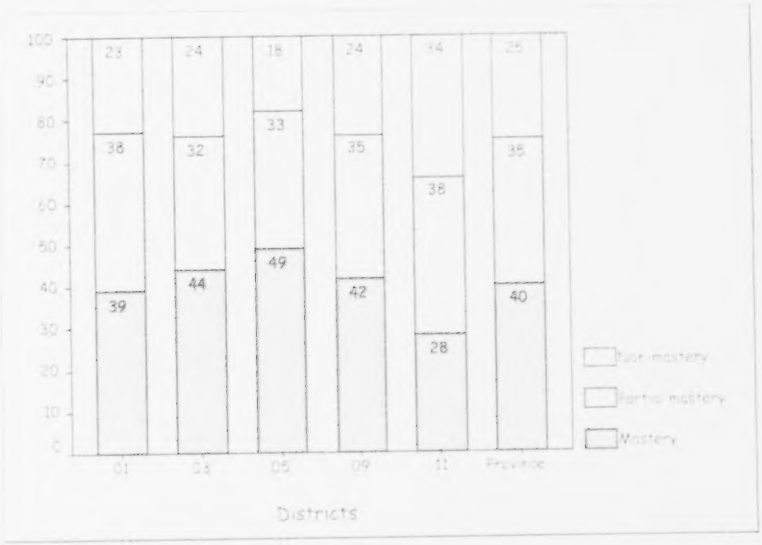
Descriptor 7: Use a varied, precise vocabulary.

Graph 36



Descriptor 8: Construct proper sentences.

Graph 37



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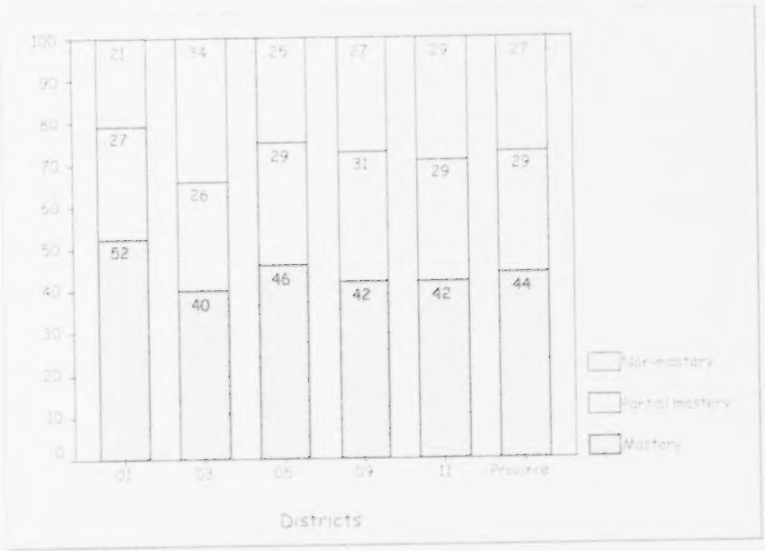
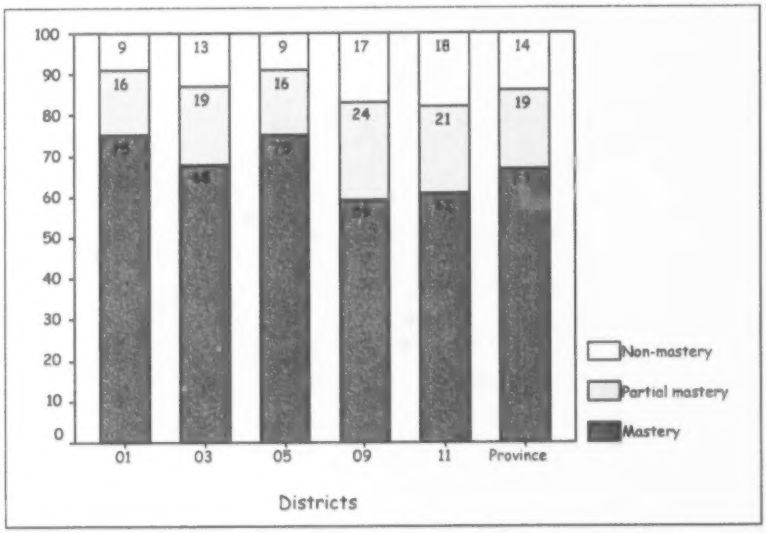


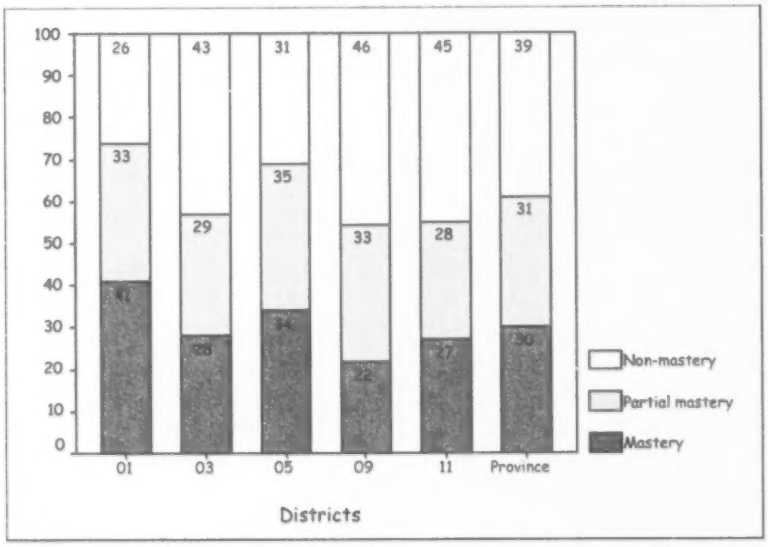
Descriptor 10: Observe standard spelling.

Graph 39



Descriptor 11: Observe grammatical spelling.

Graph 40



Mathématiques 4e année

Breakdown of the student population

Table 3

Provincial data

Number of students by sex

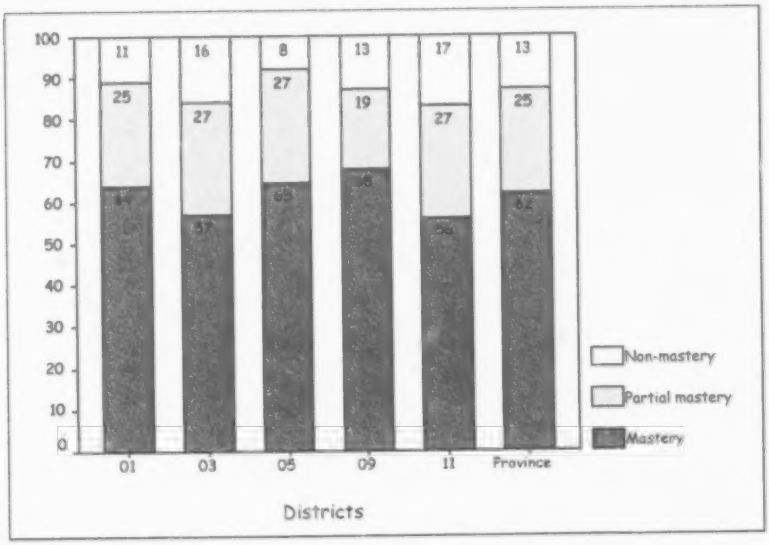
Filles : N=1 247
Garçons: N=1 327

	Number of students enrolled	Reading		Writing	
		Exempted	Absent	Exempted	Absent
District 01	544	6	6	2	5
District 03	537	13	13	3	6
District 05	439	7	7	0	0
District 09	590	25	25	12	15
District 11	463	13	13	3	11
Province	2 574	64	64	20	37

Mathematical content

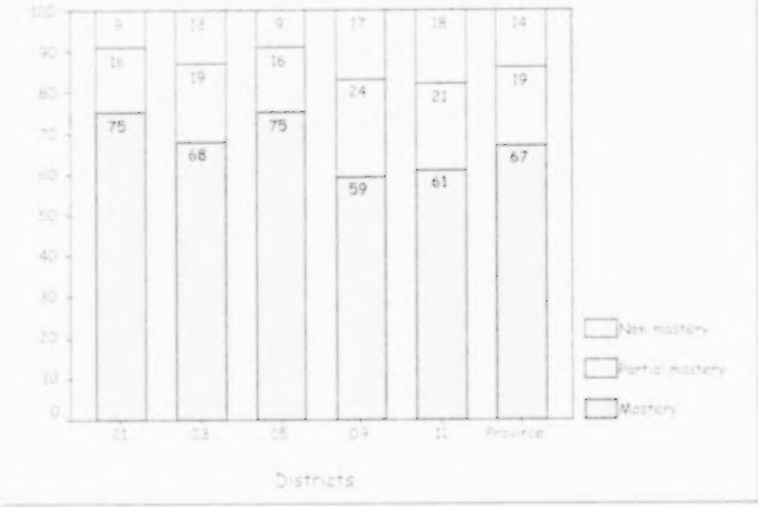
Descriptor 1: Understand the concept of equivalence and express a number using various representations.

Graph 41



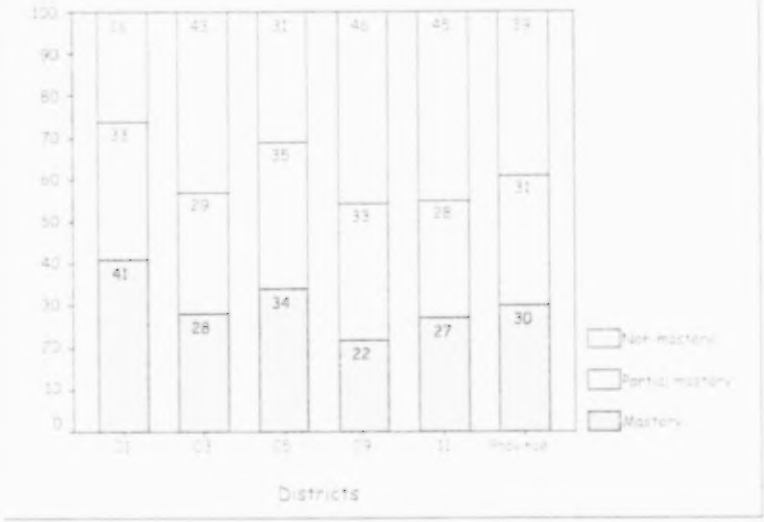
Descriptor 10: Observe standard spelling.

Graph 39



Descriptor 11: Observe grammatical spelling.

Graph 40



Mathématiques 4e année

Breakdown of the student population

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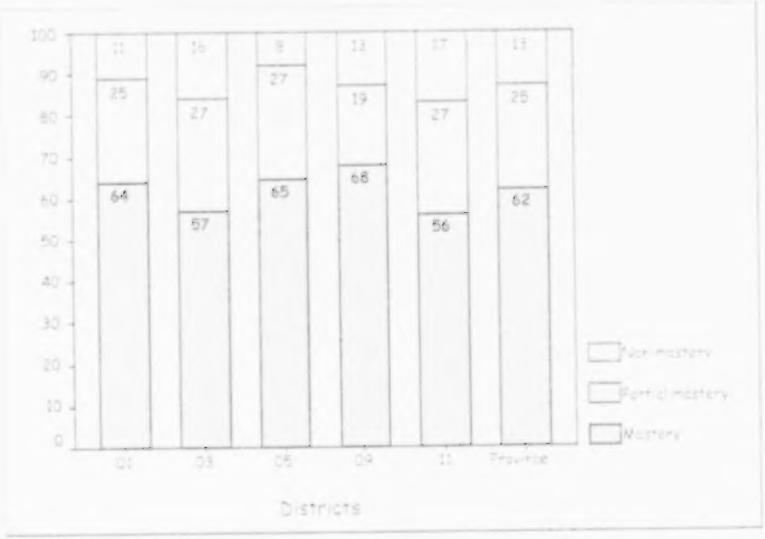
District 11	463	13	13	3	11
Province	2 574	64	64	20	37

Mathematical content

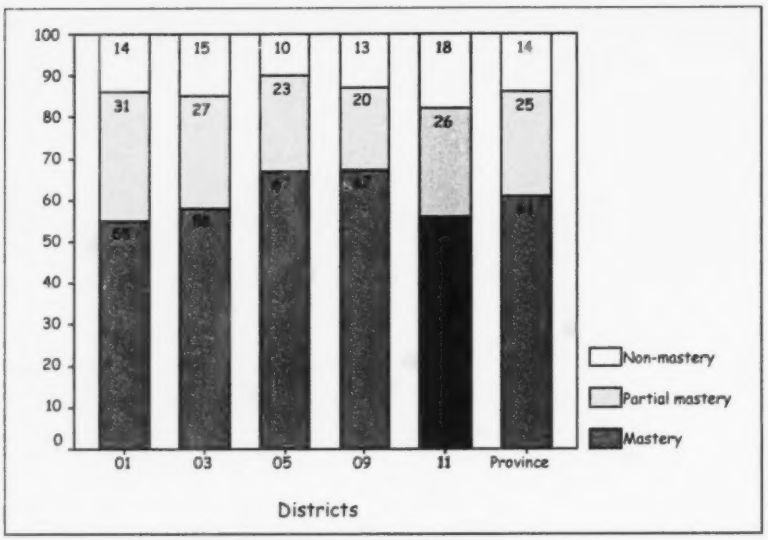
Descriptor 1: Understand the concept of equivalence and express a number using various representations.

Graph 41



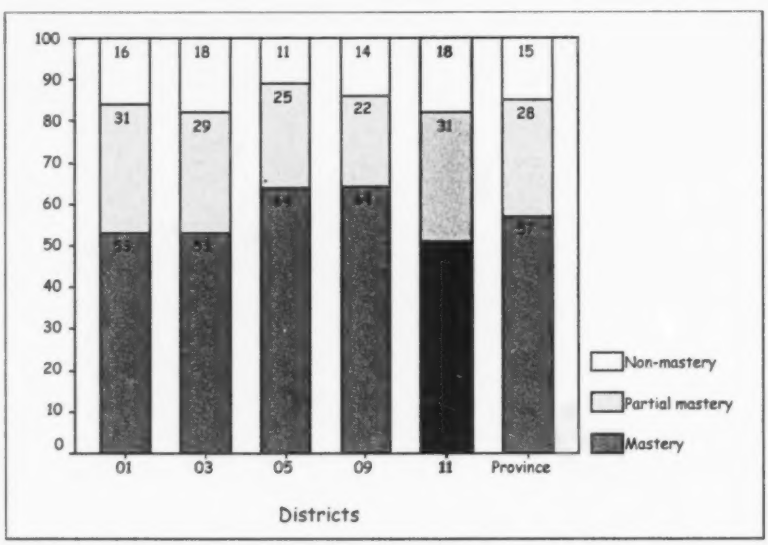
Descriptor 2: Know and apply mathematical operations (addition, subtraction and multiplication).

Graph 42



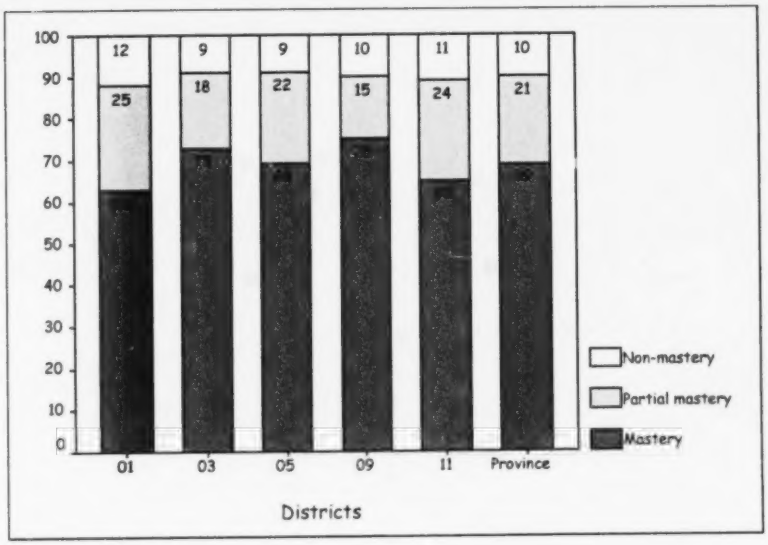
Descriptor 3: Solve problems involving the organization of several instructions concerned with logical relationships.

Graph 43



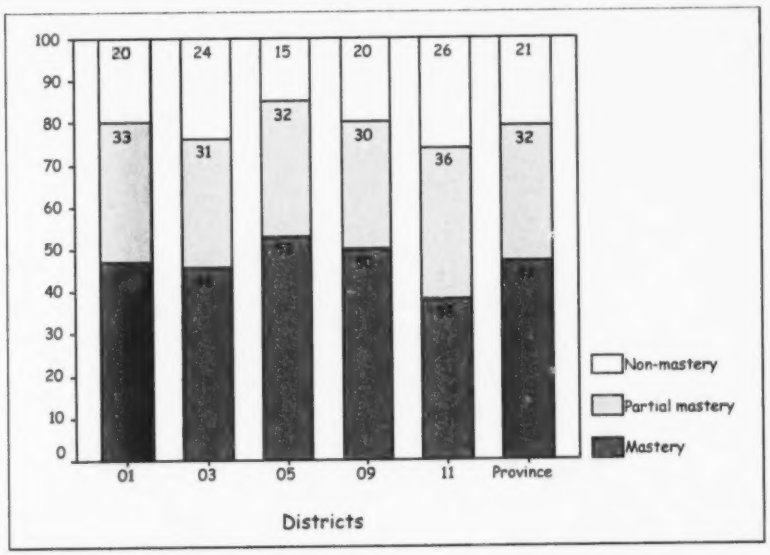
Descriptor 4: Locate an object on a plane by means of Cartesian coordinates.

Graph 44



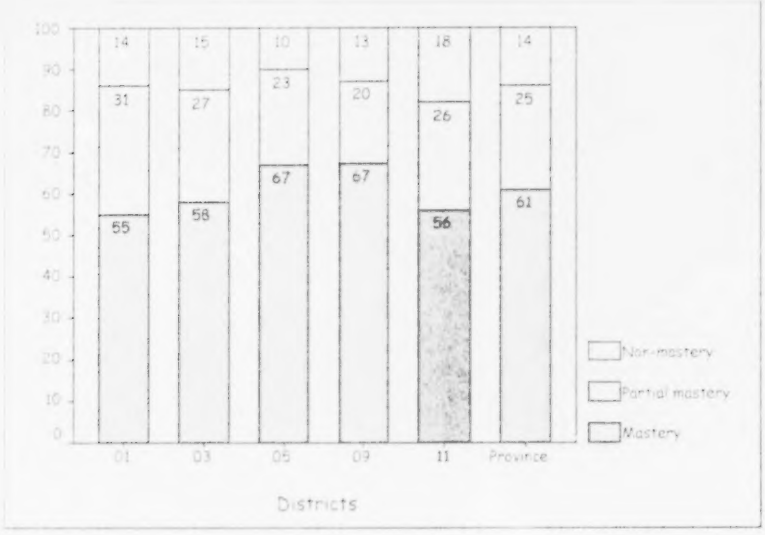
Descriptor 5: Measure lengths, areas and volumes in metric units.

Graph 45



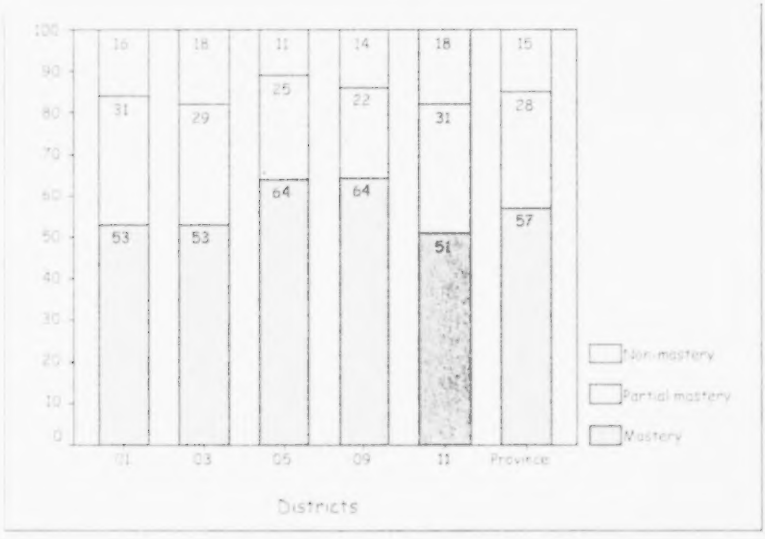
Descriptor 2: Know and apply mathematical operations (addition, subtraction and multiplication).

Graph 42



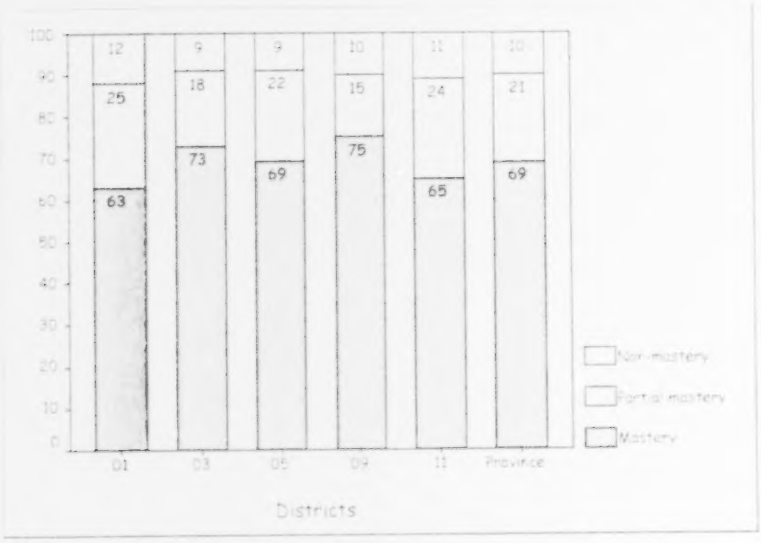
Descriptor 3: Solve problems involving the organization of several instructions concerned with logical relationships.

Graph 43



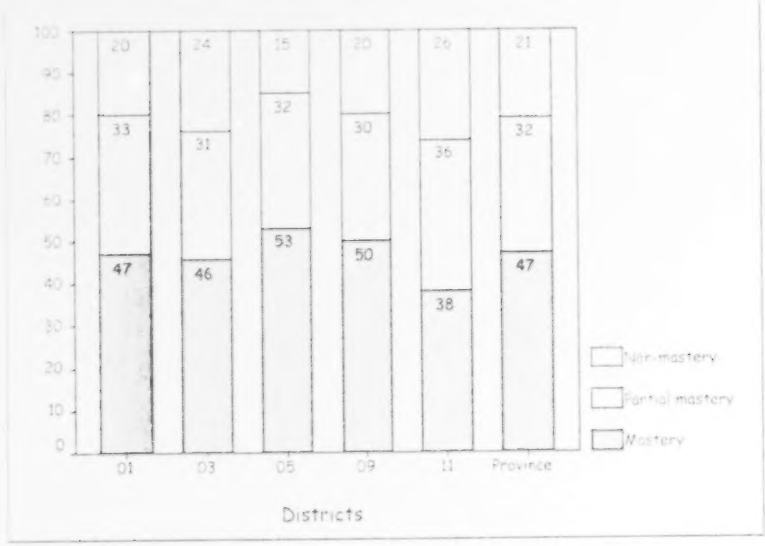
Descriptor 4: Locate an object on a plane by means of Cartesian coordinates.

Graph 44



Descriptor 5: Measure lengths, areas and volumes in metric units.

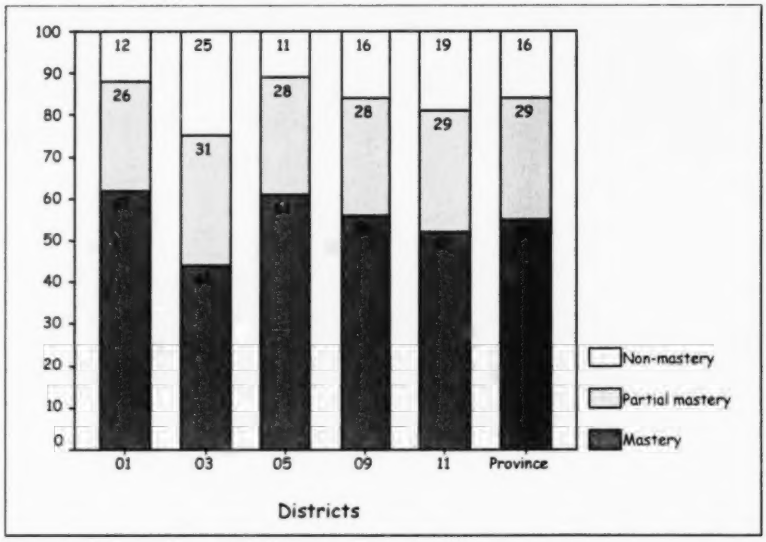
Graph 45



Problem solving

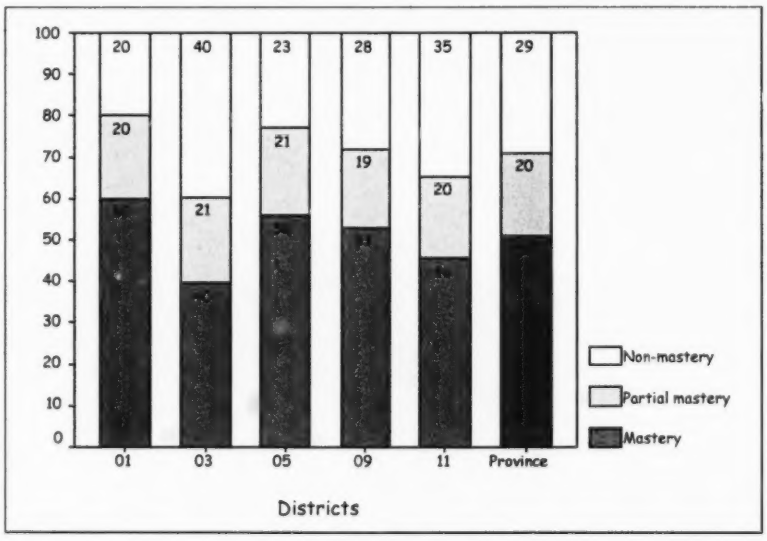
Descriptor 6: Use an appropriate strategy to solve a problem.

Graph 46



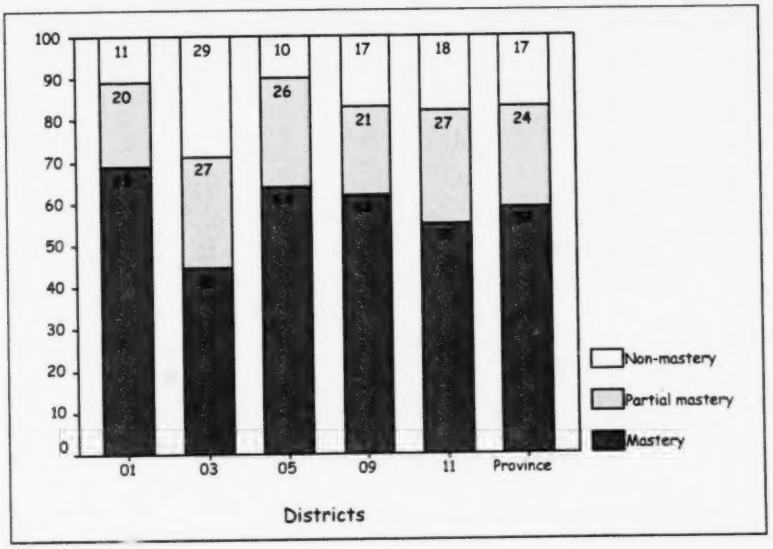
Descriptor 7: Find the right solution to a given problem..

Graph 47



Descriptor 8: Effectively communicate the answer to a problem in writing.

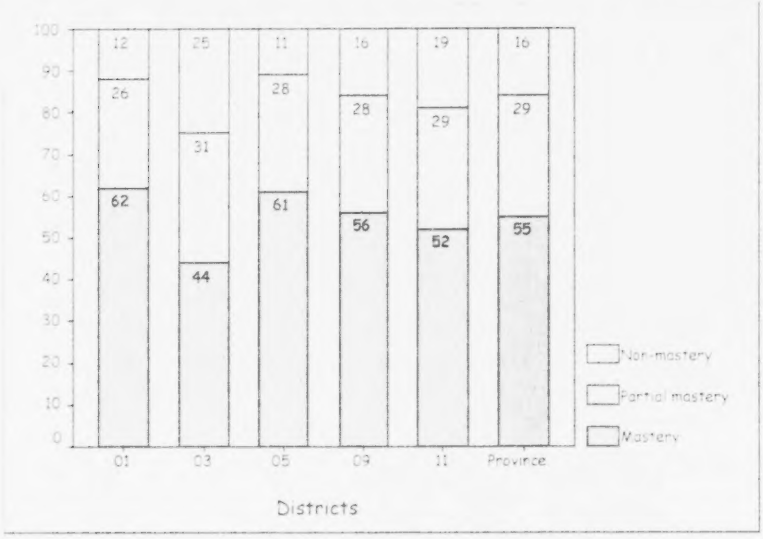
Graph 48



Problem solving

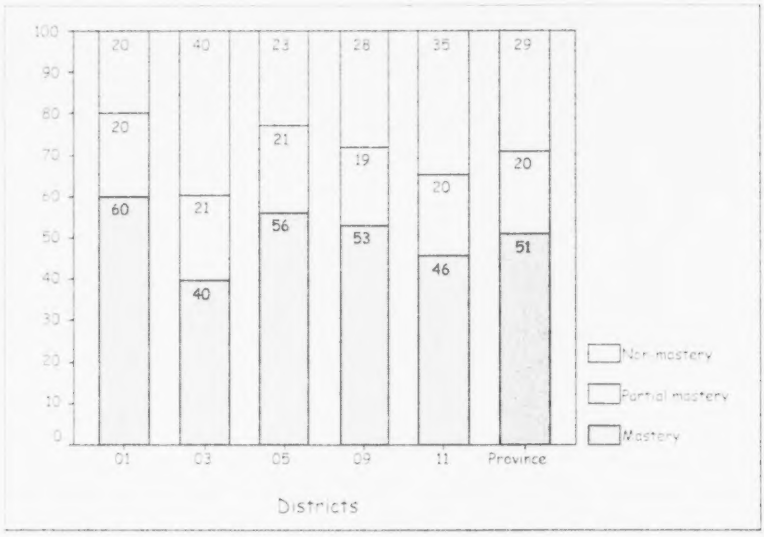
Descriptor 6: Use an appropriate strategy to solve a problem.

Graph 46



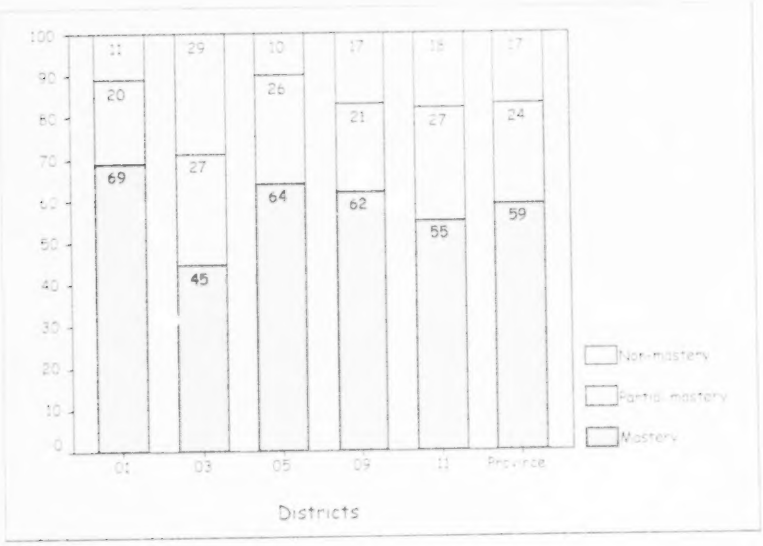
Descriptor 7: Find the right solution to a given problem..

Graph 47



Descriptor 8: Effectively communicate the answer to a problem in writing.

Graph 48



Mathématiques 8e année

Breakdown of the student population

Table 4

Provincial data

Number of students by sex

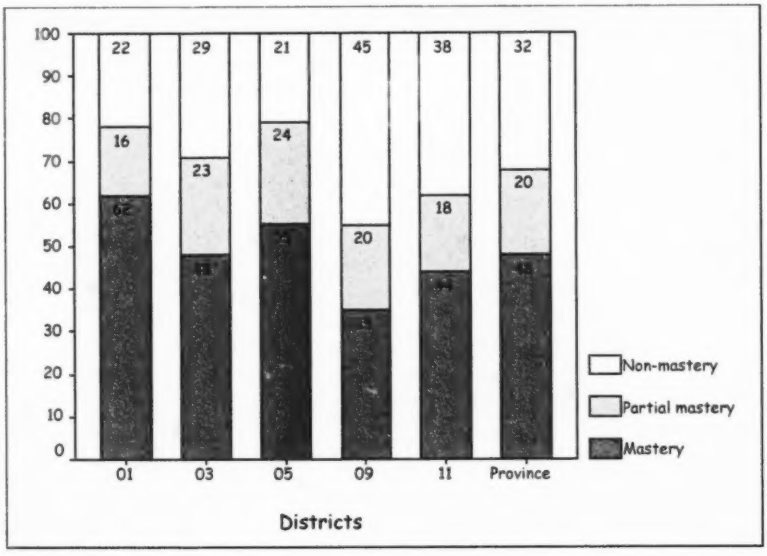
Girls : N=1 437
Boys: N=1 447

	Number of students enrolled	Reading		Writing	
		Exempted	Absent	Exempted	Absent
District 01	513	7	7	17	17
District 03	627	25	25	25	29
District 05	517	12	12	22	22
District 09	644	37	37	9	14
District 11	583	34	34	15	19
Province	2 884	115	115	88	103

Mathematical content

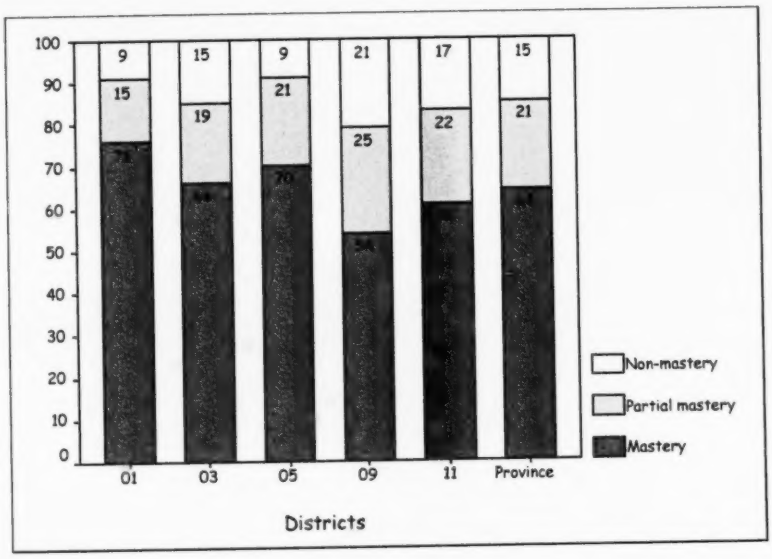
Descriptor 1: Understand and use rational numbers.

Graph 49



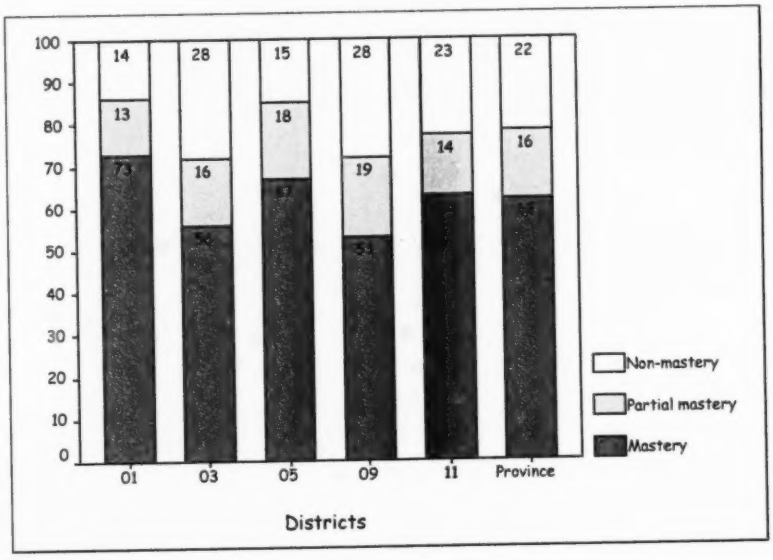
Descriptor 2: Perform the four operations on whole numbers and decimal numbers.

Graph 50



Descriptor 3: Understand and use patterns.

Graph 51



Mathématiques 8e année

Breakdown of the student population

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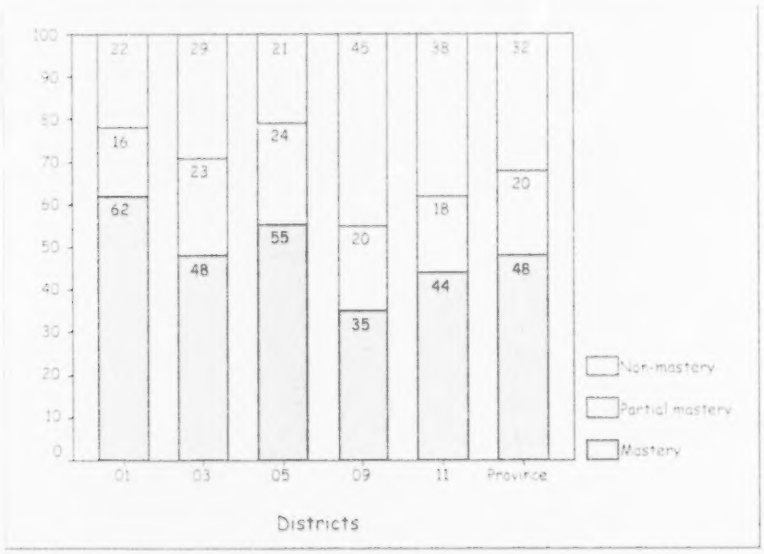
District 11	583	34	34	15	19
Province	2 884	115	115	88	103

Mathematical content

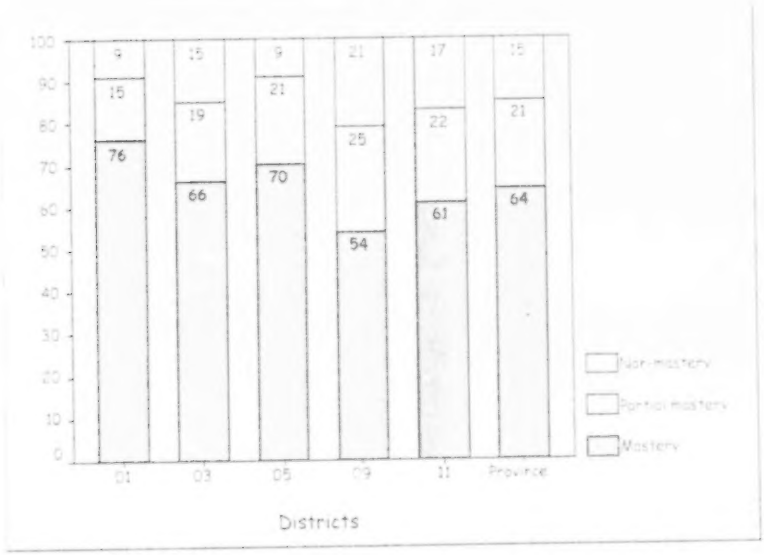
Descriptor 1: Understand and use rational numbers.

Graph 49



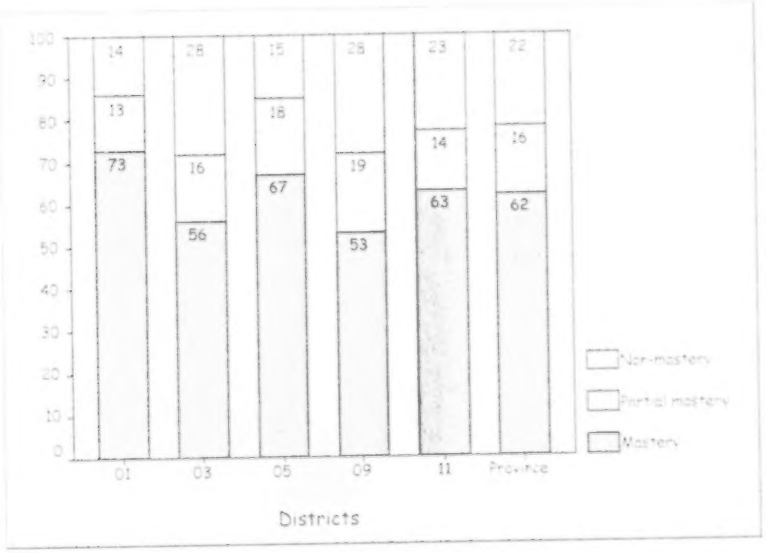
Descriptor 2: Perform the four operations on whole numbers and decimal numbers.

Graph 50



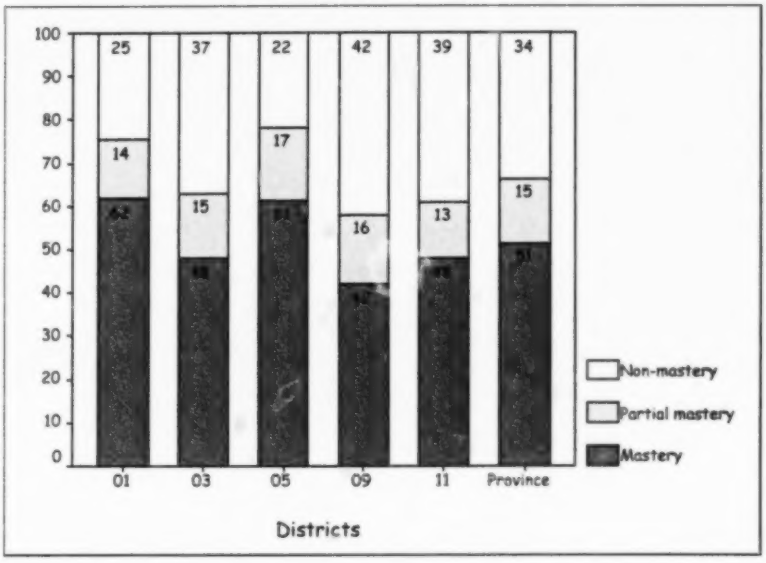
Descriptor 3: Understand and use patterns.

Graph 51



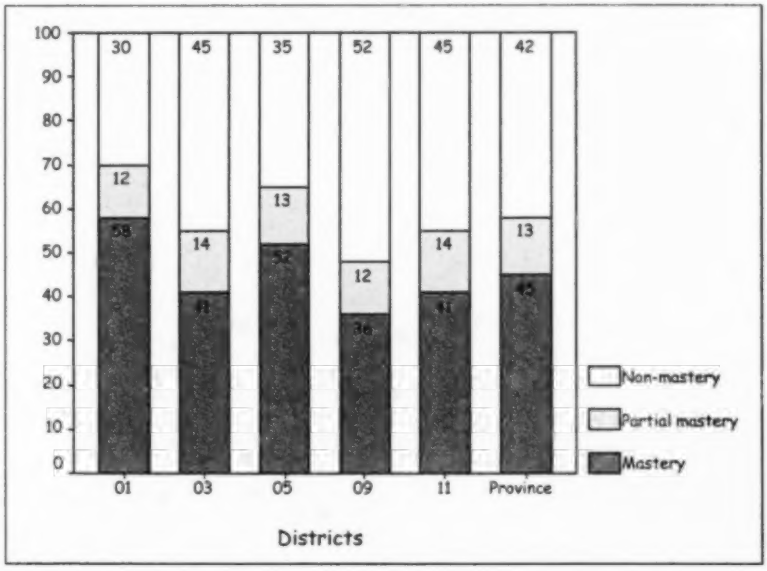
Descriptor 4: Understand and use the properties of straight lines, angles, triangles and other figures.

Graph 52



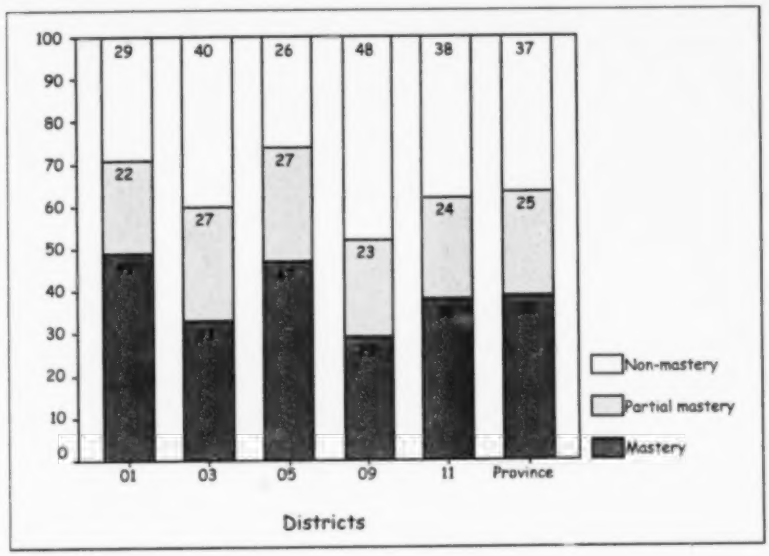
Descriptor 5: Make predictions and decisions based on statistical data.

Graph 53



Descriptor 6: Understand and use the concept of probability.

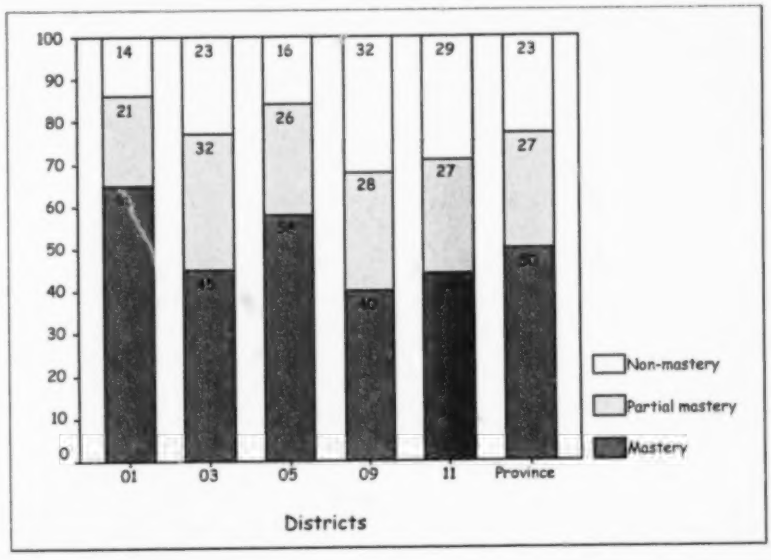
Graph 54



Problem solving

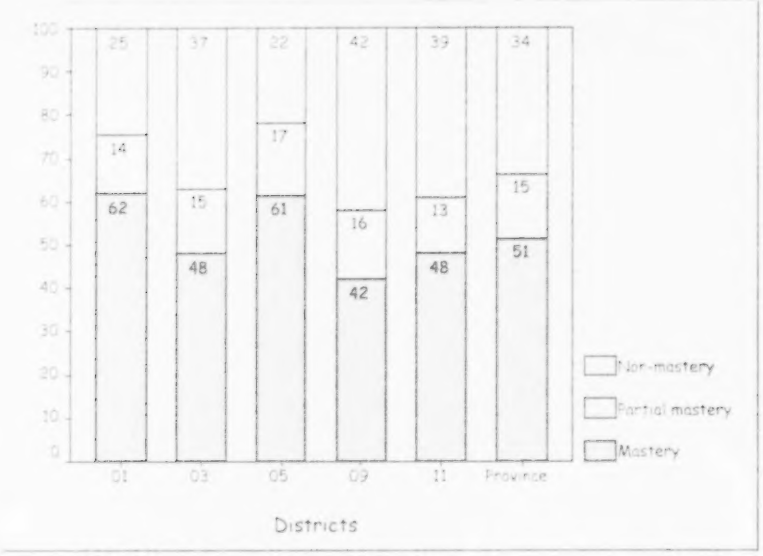
Descriptor 7: Use an appropriate strategy to solve a problem.

Graph 55



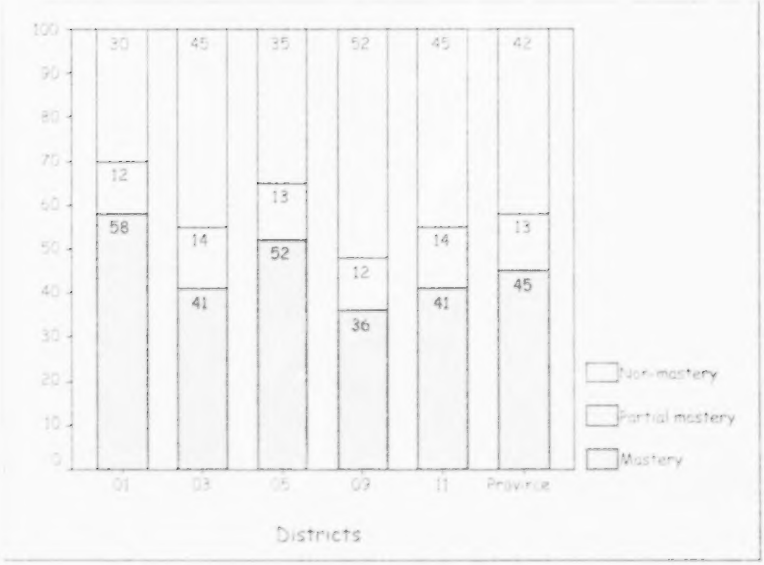
Descriptor 4: Understand and use the properties of straight lines, angles, triangles and other figures.

Graph 52



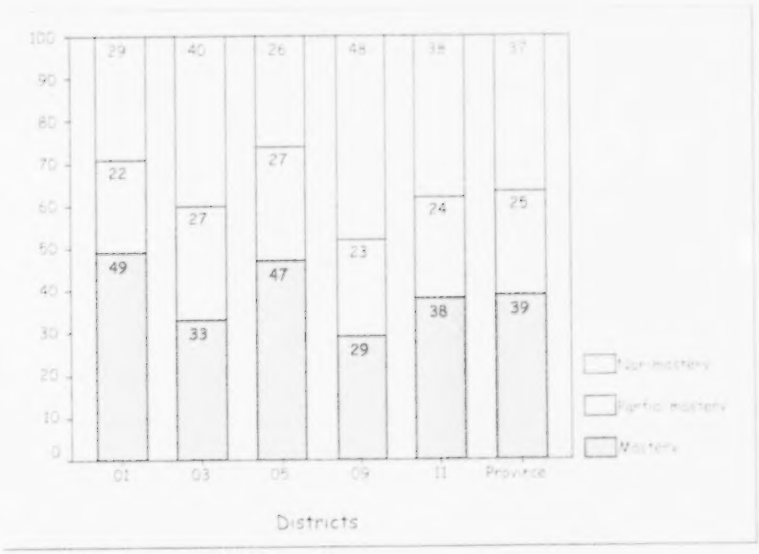
Descriptor 5: Make predictions and decisions based on statistical data.

Graph 53



Descriptor 6: Understand and use the concept of probability.

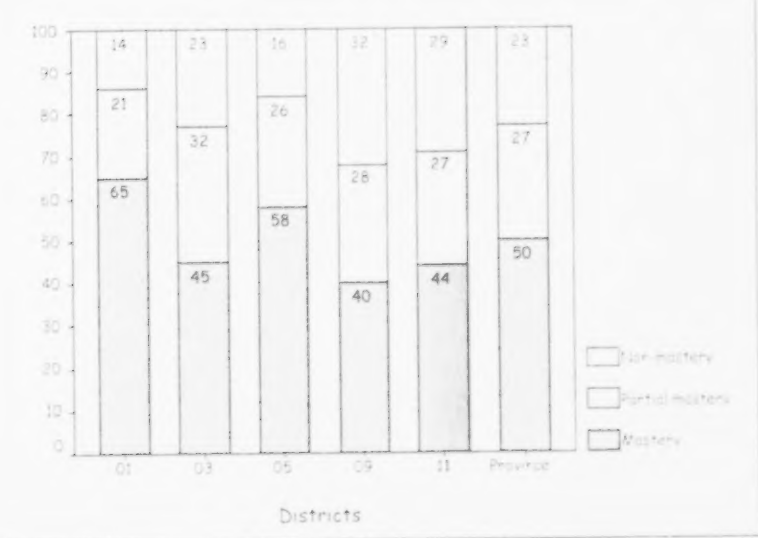
Graph 54



Problem solving

Descriptor 7: Use an appropriate strategy to solve a problem.

Graph 55

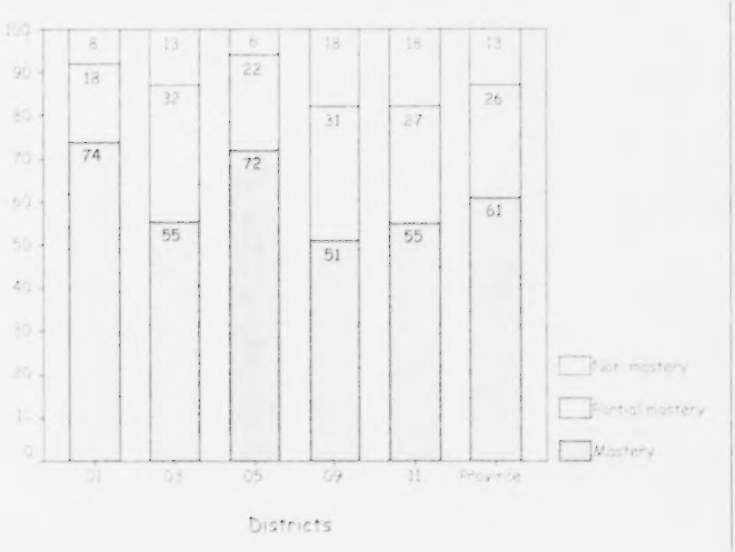


Descriptor 8: Find the right solution to a given problem.

Graph 56

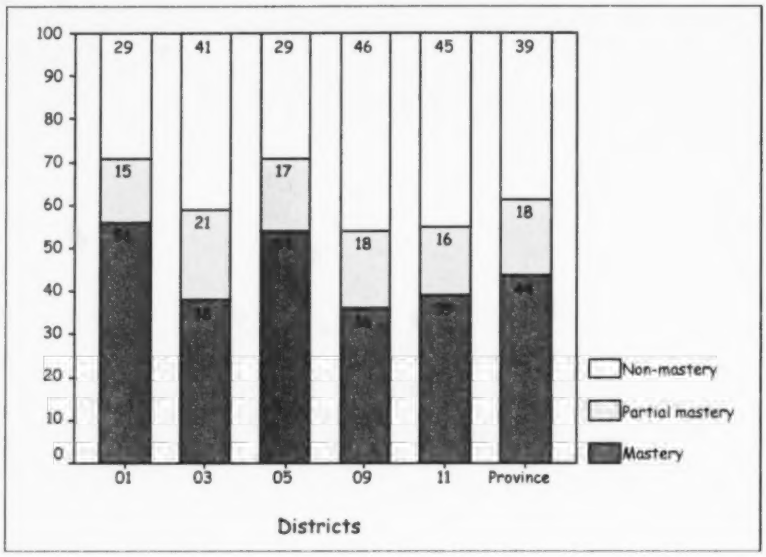
Descriptor 9: Effectively communicate the answer to a problem in writing.

Graph 57



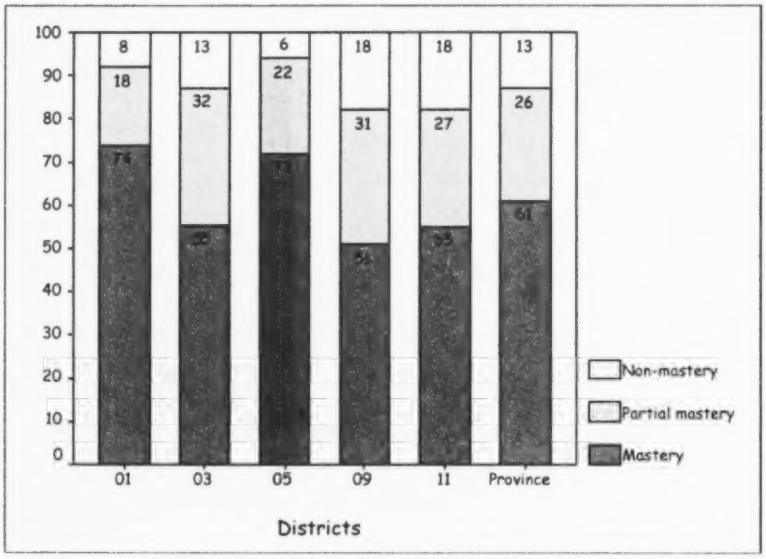
Descriptor 8: Find the right solution to a given problem.

Graph 56



Descriptor 9: Effectively communicate the answer to a problem in writing.

Graph 57



Conclusion

This marks the eighth year of publication of New Brunswick provincial examination results by school and by district. The Department of Education releases these results to meet the requirements of accountability and transparency.

The production of this report is the outcome of a lengthy process of compiling the data obtained from the provincial examinations administered during the 2001-2002 school year for the high-school level and the exams administered in September 2002 for the primary level. In order to produce a report accessible to everyone, the Department has included the most significant data.

These results enable all partners in education and decision-makers to see how New Brunswick students are doing in the subjects that represent the essential components of the curriculum.

We would appreciate receiving your comments after you have read this report. With this in mind, we have attached a form entitled "**Provincial examination results – December 2002**." The Department will study the questionnaire responses and comments carefully.

Moreover, school principals and district superintendents as well as the staff involved within the Department are available to answer any further questions you may have.

Français 4e - Examination

Pass levels by DESCRIPTOR

	Descriptors	Items	Non-mastery (N)	Partial Mastery (P)	Mastery (M)
READING	1. Find specific, selected information appearing literally in the text.	2, 4, 7, 8, 10 and 11	0 to 7/14	8 or 9/14	10 to 14/14
	2. Reconstruct implicit information on the basis of a number of clues provided by the text.	1, 3, 6, 9, 12 and 15	0 to 2/8	3/8	4 to 8/5
	3. Assess or take a position in relation to the text by giving an opinion and justifying it.	5, 13 and 14	0 or 1/6	2/6	3 to 6/6
WRITING*	4. Write a composition by selecting information.		0	1	2
	5. Organize and arrange the elements of the sentence in order to make the composition effective.		0	1	2
	6. Use precise, varied vocabulary.		0	1	2
	7. Observe punctuation rules.		0	1	2
	8. Observe standard spelling.		0	1	2
	9. Observe grammatical spelling.		0	1	2

For example, the first descriptor, «**Find specific, selected information appearing literally in the text,**» is measured by seven items, and enables students to accumulate a total of 14 points. If students obtain:

- 10 points or more, they receive a mark of Mastery **(M)**;
- 8 or 9 points, Partial Mastery **(P)**;
- 7 points or less, Non-mastery **(N)**.

* See Appendix B for spelling code explanations.

Français 4e examination

Abridged Correction Grid

Descriptors	Mastery	Partial Mastery	Non-mastery
4. Choice of information **The student provides sufficient relevant information in his text.**	Information *relevant* and *sufficient* (if some irrelevant information is present, it does not compromise the meaning). 2	Some irrelevant or insufficient information *sometimes* renders the meaning incomprehensible. 1	Text or message *incomprehensible.* or Text is off topic. 0
5. Sentence structure **Sentences are grammatically correct.**	Subjective personal pronouns are *often* used correctly. Most simple sentences are well constructed. 1-3 errors 2	Subjective personal pronouns are *sometimes* used correctly. Many structure errors. 4 -7 errors 1	Subjective personal pronouns are *rarely* used correctly. A great many structure errors. 8 or more errors 0
6. Vocabulary **The student uses precise, varied vocabulary.**	Vocabulary *often* precise and varied. 2	Vocabulary *sometimes* precise but unvaried. 1	Imprecise vocabulary. 0
7. Punctuation **The students ends his sentences with a period or a question mark.**	0-1 error 2	2 errors 1	3 or more errors 0
8. Lexical spelling **Words already learned are spelled correctly.**	0-2 errors 2	3-4 errors 1	5 or more errors 0
9. Grammatical spelling	0-2 errors 2	3-4 errors 1	5 or more errors 0

Descriptors 7, 8 and 9 are measured based on 55 words, whereas descriptors 4, 5 and 6 are measured based on the entire text. Less than 55 words = Non-mastery for the six descriptors.

Français 8e - Examination

Pass levels by DESCRIPTOR

	Descriptors	Questions	Non-Mastery (N)	Partial Mastery (P)	Mastery (M)
READING	1. Find explicit information contained in a text.	1, 2, 3, 5, 6, 11, 14, 16 and 21	0 to 9/18	10 or 11/18	12 to 18/18
	2. Extract implicit information from a text.	7, 8, 9, 10, 15 and 17	0 or 1/9	2 or 3/9	4 to 9/9
	3. Distinguish between key information and secondary information.	4, 18 and 19	0/3	1/6	2/6
	4. React to constituent elements of a text.	12, 13 and 20	0 to 1/6	2/6	3 to 6/6
WRITING *	5. Write a composition that conforms to the characteristics of the narrative story.		0	1	2
	6. Provide pertinent clues that reveal the composition's structure.		0	1	2
	7. Use a varied, precise vocabulary.		0	1	2
	8. Construct proper sentences.		0	1	2
	9. Punctuate the text correctly.		0	1	2
	10. Observe standard spelling.		0	1	2
	11. Observe grammatical spelling.		0	1	2

For example, the first descriptor, «**Find explicit information contained in a text,**» is measured by nine items, and enables students to accumulate a total of thirteen points. If students obtain:

- 9 points or more, they receive a mark of Mastery **(M)**;
- 8 points, Partial Mastery **(P)**;
- 7 points or less, Non-mastery **(N)**.

* See Appendix D for spelling code explanations.

Français 8e - Examination

Abridged Correction Grid

	Descriptors	Mastery	Partial Mastery	Non-mastery
CONTENT	**5. Characteristics of story (Narrative text)**	Interesting, suspenseful text. Well-orchestrated events that move the action forward. Very pertinent descriptive passages. 2	Text fairly interesting, text no suspenseful. Descriptive passages sketchy or not very pertinent. 1	Text not interesting, off topic or genre not observed. 0
	6. Text structure	Parts of speech are present. One to two errors in paragraph division or use of relationship markers. 0-2 errors 2	Weakness within narrative outline. Weakness in paragraph division. Links between paragraphs not clear. 3-5 errors 1	The narrative outline is not followed. Almost total lack of paragraphs or very few links between paragraphs. 6 or more errors 0
LANGUAGE	**7. Vocabulary**	Correct use of language, a few rare improprieties or a few awkward turns of phrase. 0-2 errors 2	Correct use of language, words limited to most common ones, a few rare improprieties or a few awkward turns of phrase. 3-6 errors 1	Informal or popular level of language, a very large number of improprieties and awkward turns of phrase. 7 or more errors 0
	8. Syntax	The student constructs proper sentences. 0-2 errors 2	3-5 errors 1	6 or more errors 0
	9. Punctuation	The student correctly punctuates his text (An error is counted each time it is committed). 0-2 errors 2	3-5 errors 1	6 or more errors 0
	10. Lexical spelling	0-6 errors 2	7-13 errors 1	14 or more errors 0
	11. Grammatical spelling	0-6 errors 2	7-13 errors 1	14 or more errors 0

Descriptors 7, 8, 9, 10 and 11 are measured based on 150 words, whereas descriptors 5 and 6 are measured based on the entire text.

Mathématiques 4e - Examination

Pass Levels by DESCRIPTOR

	Descriptor	Questions	Non-mastery (N)	Partial mastery (P)	Mastery (M)
CONTENT	1. Understand the concept of equivalence and express a number using various representations.	1 to 4 25 points	0 to 9	10 to 16	17 to 25
	2. Know and apply mathematical operations (addition, subtraction and multiplication).	5, 6 and 9 12 points	0 to 3	4 to 8	8 to 12
	3. Solve problems involving the organization of several instructions concerned with logical relationships.	11 and 12 17 points	0 to 6	7 to 11	12 to 17
	4. Locate an object on a plane by means of Cartesian coordinates.	10 6 points	0 to 2	3	5 or 6
	5. Measure lengths, areas and volumes in metric units.	7 and 8 12 points	0 to 3	4 to 7	8 to 12
PROBLEM SOLVING	6. Use an appropriate strategy to solve a problem.	1 to 6 12 points	0 to 3	4 à 6	7 à 12
	7. Find the right solution to a given problem.	1 to 6 6 points	0 or 1	2	3 to 6
	8. Effectively communicate the answer to a problem in writing.	1 to 6 12 points	0 to 4	5 to 7	8 to 12

For example, the first descriptor, « **Understand the concept of equivalence and express a number using various representations,**» is measured by eleven items, and enables students to accumulate a total of 36 points. If students obtain:

- 17 points or more, they receive a mark of Mastery **(M)**;
- 10 to 16 points, Partial Mastery **(P)**;
- 9 points or less, Non-mastery **(N)**.

Mathématiques 8e - Examination

Pass Levels by DESCRIPTOR

	Descriptor	Questions	Non-mastery (N)	Partial mastery (P)	Mastery (M)
CONTENT	1. Understand and use rational numbers.	Part 1 - 1 to 8 Part 2 - 7 and 15 20 points	0 to 7	8 to 11	12 to 20
	2. Perform the four operations on whole numbers and decimal numbers.	Part 1 -9 to 16 Part 2 – 24 18 points	0 to 7	8 to 11	12 to 18
	3. Understand and use regularities.	Part 2 - 10, 11, 12, 16, 17 and 18 10 points	0 to 3	4 or 5	6 to 10
	4. Understand and use the properties of straight lines, angles, triangles and other figures.	Part 1 - 17 à 24 16 points	0 to 6	7 to 9	10 to 16
	5. Make predictions and decisions based on statistical data.	Part 1 - 1, 2, 8, 19, 20 and 25 18 points	0 to 7	8 or 9	10 to 18
	6. Understand and apply the concept of probability.	Part 2 - 13, 21, 22 and 23 8 points	0 to 2	3 or 4	5 to 8
PROBLEM SOLVING	7. Use an appropriate strategy to solve a problem.	Part 2 - 3, 4, 5, 6, 9 and 14 12 points	0 to 3	4 to 6	7 to 12
	8. Find the right solution to a given problem.	Part 2 - 3, 4, 5, 6, 9 and 14 6 points	0 or 1	2	3 to 6
	9. Effectively communicate the answer to a problem in writing	Part 2 - 3, 4, 5, 6, 9 and 14 12 points	0 to 3	4 to 7	8 to 12

For example, the first descriptor, « **Understand and use rational numbers** » is measured by nine items, and enables students to accumulate a total of 17 points. If students obtain:

- 12 points or more, they receive a mark of Mastery **(M)**;
- 8 to 11 points, Partial Mastery **(P)**;
- 7 points or less, Non-mastery **(N)**.